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ABSTRACT

Profiles of 81 career education projects awarded grants by the Office of Career Education for fiscal year 1975 under the provisions of Section 406 of Public Law 93-380 are presented, and were written by project directors. Projects are grouped into six categories, and arranged alphabetically by State within each category: (1) Incremental Quality Improvement, 45 projects; (2) Effective Methods and Techniques: Senior High, Community College, University Settings, 7 projects; (3) Special Segments of Population, 12 projects; (4) Methods and Techniques for Training and Retraining, 4 projects; (5) Communication, 12 projects; and (6) Survey and Assessment, 1 project. Each profile utilizes an standard format which contains information regarding project administration, funding, major objectives, project activities, evaluation, communication, and demographic data. The full text of the new career education legislation enacted by Congress in Section 406 of Public Law 93-380 and a reproduction of the FY 1975 Federal Register announcement regarding the career education program are appended. (LH)

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PROFILES OF CAREER EDUCATION PROJECTS

MAR 04 1975

FIRST YEAR'S PROGRAM
FISCAL YEAR 1975 FUNDING

Prepared for:
OFFICE OF CAREER EDUCATION
U.S. OFFICE OF EDUCATION

THE CENTER FOR VOCATIONAL EDUCATION

ED120411

CE006646

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PROFILES

OF

CAREER EDUCATION PROJECTS

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Supported Under Section 406 of
Title IV of the Education Amendments
of 1974 (Public Law 93-380)

****

First Year's Program
Fiscal Year 1975 Funding

Prepared for
Office of Career Education
United States Office of Education

by

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

December 1975

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A PROJECT CONDUCTED UNDER

G007502298

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INTRODUCTION

One of the prime goals of the Office of Career Education of the U.S. Office of Education is to maintain free and open communication with all persons interested in career education. This publication is intended to help meet that goal through providing short summaries of each of the first 81 projects funded under the provisions of Section 406 of Public Law 93-380. These 81 projects include every one funded in Fiscal Year 1975, our first year in operation under this Act.

Each project summary included in this publication was written by its project director with technical assistance from the Office of Career Education. Use of a standard format will hopefully help readers understand and compare projects. The Center for Vocational Education at The Ohio State University produced this publication under career education grant number G007502298.

The dollar amounts reported in this publication for each of the six categories reflect roughly both the current status of career education and the priorities of the Office of Career Education developed as a result of informal assessment of that status. Thus, readers will see that approximately half of the funds were allocated to Category 1, "Incremental Improvement: K-12," reflecting our judgment that it is here where the majority of prior activity has taken place and where practitioners are now most ready to demonstrate a variety of methods and procedures for delivering effective results.

Categories 2, 3, 4, and 5 were allocated approximately equal funds reflecting the equal importance we attach to each. Category 2 reflects our feeling that it is time to expand the settings in which career education operates. Category 3 recognizes that much remains to be done before we can say effective career education can be delivered to <u>all</u> persons - even at the K-12 level. In Category 4, we attempt to recognize that the long run future of career education will depend on the willingness of teacher education institutions to change in ways consistent with the career education concept. Category 5 reflects our strong commitment to sharing career education substance with the greatest number and variety of persons, both in order to avoid unnecessary duplication of effort and, in addition, to make clear to all what career education seeks to accomplish.

Finally, Category 6, specifically called for by the Act itself, provides for a single comprehensive attempt to survey the current status of career education in the United States.

Readers of this publication will quickly see the diversity of methods and procedures being demonstrated among these 81 projects. Only by encouraging diversity can we meet the mandate of the Congress which calls for demonstrating the best methods and procedures. Some of these projects are high risk undertakings and may well fail to demonstrate themselves to be effective. This, of course, does not mean they will not be worthwhile. One can and should learn from failure as well as from success.

Those readers wishing information over and beyond that found in these project summaries are requested to contact project directors on an individual basis. Because each project director is working hard to deliver a good product, it is hoped that further inquiries will be directed toward them only if important and crucial questions need to be asked.

Kenneth B. Hoyt, Director
Office of Career Education
U.S. Office of Education

December 1975

TABLE OF CONTENTS

Introduction iii

Background xiii

Profiles of Projects in Category 1 1

Incremental Quality Improvement

Alabama

Montgomery (State Deparment of Education) 3
Mobile 6
Carrollton (Pickens County Board of Education) 9
Piedmont 12

Alaska

Kodiak 15

California

Burlingame (Industry-Education Council of California) 17
Ceres 20

Colorado

Boulder (Social Science Education Consortium, Inc.) 25
Alamosa (San Luis Valley Board of Coop. Services) 27

Florida

St. Petersburg (State Department of Education) 29
Monticello (Jefferson County School Board) 33
Arcadia (DeSota County Board of Education) 38

Illinois

Springfield (State Office of Education) 41
Rockford 44

Indiana

Indianapolis (State Department of Public Instruction) 46

Kansas

Topeka (State Department of Education) 48

Louisiana

Lafayette 51

Maine

Orono (University of Maine) 53
Cumberland Center (Administrative District #51) 56

Maryland

Towson (Baltimore County Board of Education) 58

Michigan

Lansing (State Department of Education) 62

Minnesota

St. Paul (Roseville Area Schools) 65

Mississippi

Greenwood 67
Winona 71

Missouri

St. Louis 74

New Jersey

Newark 77
Somerset (Franklin Township School District) 79

New York

Albany (State Education Department) 81
Bronx (Community School District #11) 84
Brooklyn (Community School District #18) 87
Mamaroneck 90
Long Island (LaGuardia Community College) 93

Oregon

Portland (School District #1) 96

Pennsylvania

Edinboro (Northwest Tri-County Intermediate Unit) 99

South Dakota

Vermillion (University of South Dakota) 102

Tennessee

Nashville (State Department of Education) 105

Texas

Austin (Texas Education Agency) 108
Richardson (Region IX Ed. Service Center) 110

Utah

Salt Lake City (State Board of Education) 113

Vermont

Montpelier (State Department of Education) 117

Virginia

Bedford 119

Washington

Olympia (State Department of Education) 123
Cashmere 126

Wisconsin

Madison (State Department of Education) 129
Oshkosh 132

Profiles of Projects in Category 2

Effective Methods and Techniques:
Senior High, Community College, University Settings 135

Senior High Setting

California

Davis (Davis Senior High School) 137

Florida

Tallahassee (State Department of Education) 140

New Hampshire

Keene (Keene State College) 143

Community College Setting

Alabama

Montgomery (State Department of Education) 146

Virginia

Roanoke (Virginia Western Community College) 149
Annandale (Northern Virginia Community College) 152

University Setting

Alabama

University (The University of Alabama) 155

Profiles of Projects in Category 3

Special Segments of Population 157

Career Education for the Handicapped

California

San Francisco (San Francisco State University) 159

New Jersey

River Vale (Pascack Valley Council for Special Education) . . . 162

New York

Castleton-on-Hudson (Rensselaer/Columbia BOCES) 164

Career Education for the Gifted and Talented

Rhode Island

East Greenwich (State Council on the Arts) 167

Washington

Seattle (Highline School District #401) 169

Wisconsin

Madison (University of Wisconsin) 172

Career Education for Minority and Low Income Youth

Arizona

Tucson 175

Kentucky

Louisville (Jefferson County Public Schools) 178

South Dakota

Vermillion (University of South Dakota) 181

Career Education for Female Youth

Ohio

Maple Heights 183

Wisconsin

Milwaukee (Girl Scouts of Milwaukee, Inc.) 185

Connecticut

Bristol 188

Profiles of Projects in Category 4

Methods and Techniques for Training and Retraining 191

Georgia

Athens (University of Georgia) 193

Indiana

Bloomington (Indiana University Foundation) 195

Oregon

Salem (Marion Intermediate Education District) 197

Texas

Nacogdoches (Stephen F. Austin State University) 200

Profiles of Projects in Category 5

Communication 205

California

Palo Alto (American Institutes for Research) 207

Colorado

Englewood (Career Education Resource Center) 210

Connecticut

Hartford (State Department of Education) 212
Bristol 214

Washington, D.C.

Council of Chief State School Officers 217
Institute for Educational Leadership 219

Illinois

Urbana (Illinois 4-H Foundation, Inc.) 221

Indiana

Evansville (University of Evansville) 223

Iowa

Des Moines 226

Montana

Missoula (University of Montana) 228

Ohio

Columbus (The Center for Vocational Education, OSU) 231

Texas

Killeen (American Technological University) 234

Profile of Project in Category 6

Survey and Assessment 237

California

Palo Alto (American Institutes for Research) 239

Appendix A - Section 406 of Public Law 93-380 242

Appendix B - FY 1975 Federal Register Notice Concerning Career Education 245

BACKGROUND

In August of 1974, the Congress of the United States enacted the Education Amendments of 1974 (Public Law 93-380). This Act, under Section 406, authorizes the U.S. Commissioner of Education to undertake a program of career education. Section 406 of Public Law 93-380 represents the first specific career education legislation to be enacted by the Congress.

The career education legislation set forth in Section 406 of Public Law 93-380 does five things: (1) calls for the establishment of an Office of Career Education in the U.S. Office of Education and specifies that the Director of the Office of Career Education shall report directly to the U.S. Commissioner of Education, (2) calls for the establishment of a National Advisory Council for Career Education which will advise the Commissioner of Education on the implementation of the Career Education Program and will make recommendations to the Congress concerning further career education legislation, (3) directs the Commissioner of Education to conduct a survey and assessment of the current status of career education in the United States and to submit to the Congress a report on the survey, (4) authorizes the Commissioner of Education to make grants to state departments of education to enable them to develop state plans for the implementation of career education, and (5) authorizes the Commissioner of Education to support projects designed to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education). Grants in support of the exemplary and demonstration projects may be awarded to state educational agencies, local educational agencies, institutions of higher education, and other nonprofit agencies and organizations.

For carrying out the provisions of the career education legislation, the Commissioner of Education is authorized to expend not more than $15 million per year for four fiscal years (FY 1975, FY 1976, FY 1977, and FY 1978). In actual practice, the Congress appropriated $10 million in Fiscal Year 1975 to begin the implementation of the career education program.

The U.S. Office of Education has moved vigorously to implement the new career education legislation. An Office of Career Education has been established within the U.S. Office of Education. The Secretary of Health, Education, and Welfare has appointed the members of the National Advisory Council for Career Education. A contract has been awarded to the American Institutes for Research in Palo Alto, California, for the conduct of a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States. This survey and assessment will form the basis for the report to the Congress as required under Section 406.

In January of 1975, the U.S. Commissioner of Education issued DHEW Publication No. OE-75-00504 entitled "An Introduction to Career Education: A Policy Paper of the U.S. Office of Education." This policy paper set forth the conceptual framework for the career education program to be administered by the U.S. Office of Education. On March 14, 1975, the Commissioner of Education published a notice concerning the career education program in the FEDERAL REGISTER, Volume 40, Number 51, pages 11928, 11929, and 11930. The FEDERAL REGISTER notice set forth the program purposes for career education and the funding criteria to be used in the selection of applications for support with Fiscal Year 1975 funding. The notice also stated that the cut-off date for receipt of applications under the Fiscal Year 1975 Career Education Program would be April 21, 1975, and provided instructions to interested applicants concerning the preparation and submission of applications for grants to support specific types of career education projects.

By the cut-off date of April 21, 1975, the U.S. Office of Education had received 880 applications seeking support for career education projects of various types. These applications were reviewed, rated, and ranked by specially-constituted review panels composed of career education specialists from local school districts, state departments of education, colleges and universities, and the U.S. Office of Education. Through the review process, many worthwhile and well-designed project proposals were identified. However, since the Fiscal Year 1975 funding for the career education program amounted to only $10 million, only the very highest ranking proposals could be selected for support. In June of 1975, grants were awarded to the 80 highest ranking proposals. The average grant size was $123,500. The grantees were authorized to initiate their project activities on July 1, 1975, with the grant period terminating on June 30, 1976.

The 80 grant awards, plus the one contract for the survey and assessment of career education, resulted in a total of 81 career education projects supported with the Fiscal Year 1975 appropriation. The 81 projects are grouped into six categories:

Category	Number of Projects	Amount of Funding
1 -- Activities designed to effect incremental improvements in K-12 career education programs.	45	$5,802,756
2 -- Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, and institutions of higher education.	7	$ 918,691

Category	Number of Projects	Amount of Funding
3 -- Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority, low income, and female youth.	12	$1,045,364
4 -- Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs.	4	$ 750,298
5 -- Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	12	$1,173,708
6 -- Activities designed to accomplish a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States, as required under sub-section (e) of Section 406.	1	$ 308,640
TOTALS:	81	$9,999,457

On the pages which follow, profiles of all 81 of the projects are provided. The profiles have been grouped by categories and arranged alphabetically by state within each category. Appendix A contains the full text of the new career education legislation as enacted by the Congress in Section 406 of Public Law 93-380. In Appendix B will be found a reproduction of the FY 1975 FEDERAL REGISTER announcement concerning the career education program.

PROFILES OF PROJECTS IN CATEGORY 1

Incremental Quality Improvement

Project: Incremental Career Education Improvements--Alabama State Department of Education, Division of Vocational Education and Community Colleges - Montgomery, Alabama

Project Director: Mrs. Anita Barber
Career Education Coordinator
State Dept. of Education
Rm. 815-State Office Bldg.
Montgomery, Alabama 36130
(205) 832-3557

Grant Award from Career Education Program for 1975-76:
$172,396.

Grant No. G007502349

Participating Institutions:
Arab City Schools
Bessemer City Schools
Russellville City Schools

MAJOR OBJECTIVES:

1. To improve upon (b6 grade level and subject area) practices, methodologies, techniques, and materials at selected demonstration sites to serve as models for continued career education concept implementation by providing for in grades K-14:
   a. Improved and expanded materials utilization and development;
   b. Improved and expanded activity utilization and development;
   c. Improved and expanded informational resource utilization and development;
   d. Greater percentage participation and utilization by teacher populations;
   e. Improved and expanded community involvement and participation;
   f. Greater percentage participation by student populations;
   g. Improved and expanded dissemination activities;
   h. Improved and expanded evaluation procedures;
   i. Improved and expanded feedback and revision processes.

2. To demonstrate an effective model for the articulation of career education programmatic techniques involving two post-secondary institutions, an area vocational center and six feeder high schools.

PROJECT ACTIVITIES:

Teams from participating LEAs will be selected to review, and revise if necessary, materials produced by prior efforts. Copies of this material will be duplicated for teachers of specific grades and subjects. An assessment of all activity suggestions will be made, and gaps existent by grade level, subject matter, and/or occupational areas will be identified.

A person will be selected from each system to serve as a member of the Informational Resource Committee. Existing informational resources will be catalogued by grade level and subject area.

Teachers will be provided with all prepared materials correlated with their specific grade level and/or subject areas. Also, feedback and evaluation instrumentation and techniques for their use will be provided all teachers. Classroom visitation and in-service meetings will also be provided.

A person from each participating system will be chosen to serve as a member of the Community Involvement Committee. This committee will develop new and existing community involvement efforts. Also, they will plan and coordinate community involvement efforts with teachers for each setting.

Catalogs will be provided to all SDEs, all Alabama LEAs, and other agencies, institutions, and organizations upon request or as provided by USOE. Also, quarterly progress reports on the project's activities, products, and plans will be developed, published and distributed.

EVALUATION:

Objective 1: Evaluation data will be collected and analyzed. Five Alabama LEAs will participate in the evaluation aspect of the project. Ten other State LEAs will be selected for evaluation participation. These fifteen sites will be provided with all project output, plans, and procedures. Data collection and analysis will be conducted quarterly from these external evaluation sites.

Objective 2: Feedback instrumentation will be developed for use by teachers, students, administrators, parents, community persons, and external evaluation sites. This feedback data will be collected and reviewed quarterly.

Objective 3: Students will be pre-tested in September by the use of several standardized tests such as the Crites, Career Maturity Inventory, and a selected School-Self Attitude Study. At the close of the year the same students will be post-tested. Results will be supplied upon request to parents and/or students.

COMMUNICATION:

The plan for disseminating the materials and results of this project involves state and national distribution of materials and reports as well as staff participation in informative and explanatory conference presentations.

The project will be administered by the Office of Career Services, Alabama Department of Education, with specific responsibilities assigned professional personnel in each of the participating LEAs.

Five LEAs (not project sites) will receive sample packets of all materials developed in the demonstration sites. These materials will be field tested for implementation strategies and revisions made before the material is reproduced for widespread dissemination.

Learning packets of all instructional material prepared will be reproduced by the graphic arts supervisor and distributed to all state coordinators and project directors whose names were obtained from USOE. Sample packets will be distributed via in-service workshops to non-participating LEA's throughout the State.

A final evaluation report will be distributed to all state career education coordinators and USOE.

A regional career education conference will be held in December, and a state-statewide conference will be held in February. The first statewide conference for FY 1975-76 was held in August.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Administrators, Parents	
Type of Area Served:	Urban, Small Town, Suburban	
Number of Persons Served:	K-6:	6,301
	7-9:	3,691
	10-12:	5,426
	Parents:	42,000
Minority Groups Served:	Black: 35%	
Income Distribution:	Under $5,000	15%
	$5,000 - 9,000	20%
	$10,000 - 14,999	40%
	$15,000 - 19,999	15%
	$20,000 or more	10%
Special Populations:	Handicapped: 12.5%	
	Gifted and Talented: 14%	

Project: Incremental Improvements of Curriculum Implementation Grades K-12 With Innovative Emphasis On Sequentially Scheduled Group Guidance For All Students Grades 6-12
Mobile County Public Schools, Mobile, Alabama

Project Director: Mrs. Glenys T. Mason
Director of Career Education
P. O. Box 1327
Mobile, Alabama 36601
(205) 438-6011 Ext. 385

Grant Award from Career Education Program for 1975-76:
$149,636.

Grant No. G007503500

Participating Institutions: University of Alabama
Alabama National Alliance of Businessmen, Mobile, Alabama

MAJOR OBJECTIVES:

1. To demonstrate an interdisciplinary K-12 career education program based on the previously developed framework of career concepts interfused into the curriculum throughout the system.

2. To demonstrate a process model for implementation and the feasibility of its use for interfusing and implementing career education in a school system of 65,000 students.

3. To demonstrate ways in which teachers engage in making subject matter meaningful through daily application of its practical purpose to the learner.

4. To demonstrate that students will have a greater degree of career maturity as a result of total commitment by teachers and guidance counselors to a curriculum of learning experiences that are a part of the work world.

5. To demonstrate that students possess a greater knowledge of the alternatives available to them upon exiting from school.

6. To demonstrate how parents and other community people can be involved in the school program as resources for career education activities.

7. To demonstrate how a career guidance program can be developed for every student in 8-13 sequential sessions each year of grades 6-12.

8. To demonstrate how to disseminate a process model capable of providing large system successful implementation of a career fused curriculum.

PROJECT ACTIVITIES:

During the fall of 1975, all teachers in all subject areas will be implementing identified career objectives and intermeshing them in their curriculum areas of instruction. Packets are being developed for each teacher. Instructional supervisors will assist teachers in concept development. The intermeshing of the career theme will make all subject areas more relevant. Teachers will provide feedback and documentation of their activities. The activities will be compiled into a resource book for each subject area for 75-76.

EVALUATION:

Objective 1: Formative and summative evaluation will occur throughout the year. Data collection will occur through teacher documentation of interfused strategies, checklists, inventories, records of guidance counselors, placement and follow-up, student folders, and testing at specific levels using the Career Maturity Inventory.

Objective 2: The intermeshing of career development within the total Division of Curriculum and Instruction will be a demonstration of the model for implementation developed during the research and development period (1972-73) of the local career project.

Objective 3: Utilization of parents, other community people and work sites will be a continuous part of the students' orientation to the work world. As these resources are identified they will become a part of the Community Resources Handbook developed for teachers' use throughout the system.

Objective 4: The guidance program has been unified to include all counselors working toward the same goals. These goals include a minimum of eight small group guidance sessions for every student in grades 6-12. Identified career development objectives will be used by all counselors sequentially and developmentally. A synthesis of all career learnings will be an objective of all counselors for each student.

COMMUNICATION:

Models of guidance programs will be available throughout the year. Observations of group guidance will be available after October 15.

Interdisciplinary packet intermeshing models will be available after October 15.

A Career Guidance Training Institute for 50 local educators will be conducted from October 17 - November 15. The institute will be conducted with the cooperation of the National Alliance of Businessmen.

An implementation model for large school systems will be available at the end of the year.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Teachers, Counselors & Administrators	
Type of Area Served:	County-Urban, Suburban, Small Town & Rural	
Number of Persons Served:	K-6:	30,518
	7-9:	17,719
	10-12:	17,221
Minority Groups Served:	Black: 46%	
Income Distribution:	Under $5,000	26.1%
	$5,000 - $9,999	25.8%
	$10,000 - $14,999	23.5%
	$15,000 - $19,999	
	$20,000 or more	24.6%
Special Populations:	Handicapped: 6.9%	
	Gifted and Talented: .6%	

Project CELL: Career Education for Livelihood and Leisure
Pickens County School System, Carrollton, Alabama

Project Director: Mr. J. B. Wier
Pickens County Board of Ed.
P. O. Box 32
Carrollton, Alabama 35447
(205) 367-8189

Grant Award from Career Education Program for 1975-76:
$12,500

Grant No. G007502290

Participating Institution: Pickens County School System

MAJOR OBJECTIVES:

1. Students in grades K-6 of the Pickens County School System will demonstrate self-awareness and awareness of the world of work.

2. Students in grades 7-12 of the Pickens County School System will demonstrate increased awareness of and knowledge about work.

3. Students in grades 6-12 of the Pickens County School System will demonstrate the wise use of leisure time.

4. Twelfth grade students who are leaving the formal education system will be successful in being placed in a gainful paid occupation, in further formal education, or in unpaid work that is consistent with their current career education.

5. At least 75% of the parents (one parent will count as a representative of both) of pupils of grades K-12 will enlist directly in curriculum planning and development.

6. Parents of pupils of grades K-12 will become aware of career education as it is operationally defined in the Pickens County School System.

PROJECT ACTIVITIES:

During the 1975-76 school term, counselors, principals, teachers, central staff, and media specialists will be involved with respect to position in providing activities and resources to assist pupils and parents in accomplishing the objectives stated above. These activities include:

1. Administering self-analysis instruments, compiling data, and providing appropriate experiences for pupils to develop self-awareness;
2. Administering Career Maturity Inventory;
3. Administering checklist - How I Feel About the World of Work;

4. Integrating information about the world of work into classroom activities;
5. Taking pupils on field trips;
6. Involving resource persons in classroom activities;
7. Administering questionnaire to pupils of grades 6-12 - How I Spend My Leisure Time;
8. Involving pupils of grades 6-12 in discussions relating to the productive use of leisure time;
9. Providing situations to increase pupil competence in career decision-making skills;
10. Urging pupils of grades K-12 to develop good work habits;
11. Providing information and experiences to help pupils develop job-seeking, job-getting, and job-holding skills;
12. Assisting in job placement of some pupils and the enrollment of twelfth grade pupils who will continue their formal education;
13. Involving parents of pupils of K-1 directly in curriculum development; (Work experiences in the home will be supervised by parents and reported to teachers.)
14. Informing parents of pupils of K-12 about how career education is operationally defined in the Pickens County School System;
15. Administering Work Values Inventory.

EVALUATION:

Objective 1: Teachers employ the pre-post technique in administering the following self-analysis instruments to pupils: Self-Esteem Inventory - Grades K-3; Self-Concept as a Learner Scale - Grades 4-6; How I Feel About the World of Work - Grades 4-6; Work Values Inventory - Donald Super - Grades 7-12, College and Adult; Career Maturity Inventory - Attitude Scale - McGraw-Hill - Copyright - 1973; Questionnaire - How I Spend My Leisure Time - Grades 6-12.

Objective 2: Project director involves teachers and parents of K-1 pupils directly in the evaluation process. (Parents report to teachers and teachers report to project director.)

Objective 3: Determining the percentage of twelfth grade pupils placed on jobs and enrolled for further formal education. (These data may not be completed until the latter part of August 1976.)

Objective 4: Project director will record the number of parents in attendance and participating in meeting where Project CELL is being discussed. Also, record the number of parents receiving printed information.

COMMUNICATION:

The project director will disseminate project proposal to all professionals teacher aides, presidents of parent-teacher organizations, advisory council, and others, if requested. Interim reports and final evaluation will be made to Office of Career Education, Washington, D.C. as requested by project officer or other appropriate officials. Also, copies of reports and evaluation will be distributed to the State Career Education Coordinator or any person or agency requesting the information. Copies of the Project CELL will be available on August 25, 1975.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Parents	
Type of Area Served:	Rural	
Number of Persons Served:	K-6:	2,360
	7-9:	1,400
	10-12:	1,200
	Parents:	5,000
Minority Groups Served:	Black: 40%	
Income Distribution:	Under $5,000	48.0%
	$5,000 - $9,999	31.5%
	$10,000 - $14,999	16.0%
	$15,000 - $19,999	3.0%
	$20,000 or more	1.5%
Special Populations:	Special Education:	3.96%

Project: Career Education Grades 1-12
Piedmont City School System, Piedmont, Alabama

Project Director: Mary Dombrowski
Counselor and Coordinator
Piedmont City Schools
P. O. Box 232
Piedmont, Alabama 36272
(205) 447-3501 (or 447-8831)

Grant Award from Career Education Program for 1975-76:
$3,200.

Grant No. G007502297

Participating Institutions: Piedmont City Schools

MAJOR OBJECTIVES:

1. Piedmont City School System is committed to the goal that every graduating senior will have a job, a salable skill, be enrolled in a trade or technical school, or be accepted in a junior or senior college in accordance with his or her ability, interest, aptitude, and personality.

2. This school year 1975-76, the specific objective will be to pervade all courses and discipline areas with career information so that there will be no specific identification of where one begins and where one ends. This, with increased awareness on the part of each student of his or her own unique attributes through guidance, counseling, and testing, should bring us close to our major goal.

3. In the elementary school, activities will be conducted for the students to increase their awareness of the world of work and to develop good work attitudes and respect for each other and themselves.

4. In the middle school, activities will be conducted to further expand students' knowledge of work opportunities, to help them know themselves, their strengths and weaknesses, in relation to career choices, and to help them understand the process of decision making.

5. In the senior high school, the activities inplemented will be directed toward helping the students identify specific career choices and to know the training, outlook, salary, attitude ability, and aptitude needed for success in the field of individual choice.

PROJECT ACTIVITIES:

An in-service for teachers will be conducted in August to re-orient the faculty to the program; in-service in February will review objectives, present successful innovations, and consider evaluation procedures.

Career education units will be developed throughout the year in all subject areas on all grade levels. Special units will be developed in journalism, 4th grade math, and government classes.

Field trips and speakers will be used extensively. Seniors will spend a day in the work field with an "expert" in the job of their choice. Students will develop units demonstrating how classroom material is used in practical situations. The development and use of simulation games will be extended.

Various test instruments will be administered and interpreted so that students will be guided to know themselves, their aptitudes, and weaknesses. Decision-making skills will be stressed at several levels in the junior and senior high schools.

To keep faculty and community informed, a newsletter will be sent to all faculty members each month featuring a teacher and specific career education techniques, and suitable announcements and information will be disseminated at PTA meetings. Meetings with the Businessmen's League will be held to assist in placement, as well to disseminate information on the available job opportunities in the community now and in the foreseeable future.

Materials for career guidance in the guidance offices and in the resource centers will be evaluated and extended.

EVALUATION:

Objective 1: Seniors will be interviewed in September-October 1975. In May-June 1976, through a questionnaire, their placement will be compared with their previously expressed choice. The questionnaire will help determine how well the school system met its goal of 100% employed and/or enrolled of all graduating seniors.

Objective 2: Studies of drop-outs, January-June semester grades, and achievement scores will be used.

Objective 3: An attempt will be made to study the increased use of materials in resource centers and the increase in counselors' interviews for vocational guidance.

Objective 4: Comparisons will be made between the career choices expressed by seniors in their junior and senior years--as well as their placement following graduation.

COMMUNICATION:

Teacher-made and student-made units of career education will be developed in all areas on all grade levels. These will be available to any interested person for the cost of preparation and postage.

Progress reports will be discussed with Alabama State Department of Education for use in other school systems in Alabama.

Final reports and evaluation will be available June 30, 1976.

DEMOGRAPHIC INFORMATION:

Levels Served:	1-12	
Type of Area Served:	Rural	
Number of Persons Served:	1-6:	720
	7-9:	340
	10-12:	324
Minority Groups Served:	Black:	16%
Income Distribution:	Under $5,000	35.3%
	$5,000 - $9,999	46.2%
	$10,000 - $14,999	14.0%
	$15,000 - $19,999	3.3%
	$20,000 or more	1.2%
Special Populations:	Handicapped:	13%
	Gifted and Talented:	3%

Project: Kodiak Career Education
Kodiak Island Borough School District, Kodiak, Alaska

Project Director: Dean K. Otteson
Career Education Specialist
Kodiak Island Borough School District
P. O. Box 886
Kodiak, Alaska 99615
(907) 486-3131, Extension 65

Grant Award from Career Education Program for 1975-76: $67,000.

Grant No. G007503734

Participating Institutions: None

MAJOR OBJECTIVES:

1. To upgrade the knowledge of career education among the teachers and administration in Kodiak.

2. To integrate career education goals into the curriculum throughout the Kodiak Island Borough School District, K-12.

3. Provide village students with a meaningful series of career exploration experiences, utilizing locally prepared media and field trips.

4. Provide career education for the special needs of the developmentally disabled and handicapped students through hands-on experiences.

PROJECT ACTIVITIES:

A 1-week career education in-service will be held for 20 selected teachers at the beginning of the 1975-76 school year. During the school year, additional workshop days and on-site consultants will be planned for participants. Follow-up and monitoring will be done by the career education specialist.

Career Development Units (CDU's) will be developed by teachers in Kodiak, utilizing a systematic approach based on student needs; identifying available resources; establishing goals and objectives, curriculum development, and evaluation. These units will be infused into the existing curriculum.

Career visual media will be developed locally and distributed to Kodiak's seven village schools and the town schools. The media will be designed to provide students with information on occupations unique to the Kodiak area. In addition, special career exploration field trips will be arranged for the village students.

Career education will be provided for the special needs students through hands-on experiences in a shop laboratory. In the shop atmosphere, the exceptional student will do assembly production, develop and demonstrate basic manipulative skills that could be transferred into a work situation. The exceptional student will produce salable products and be given the opportunity to gain business skills through the interaction of buying and selling.

A basic library of career education materials for kindergarten through 12th grade will be established. Career materials will be organized and distributed to all schools in the district.

EVALUATION:

A third party evaluation team will be selected to assist in planning, designing, analyzing and interpreting program objectives, as described in the project. The project will, additionally, be evaluated locally on a continuous basis by the Career Education Specialist, using a career assessment profile.

Objective 1: Workshop participants will complete a daily and final evaluation of activities and leaders. A pre- and post-comprehensive career education attitude survey instrument will be administered to all district staff.

Objective 2: Curriculum Development Units (CDU's) will be evaluated by comparing results of the Operation Guidance Field Test - Student Survey Questionnaire.

Objective 3: A final evaluation report will include all third party evaluation instruments and results, along with locally developed surveys and results.

COMMUNICATION:

Expected products of the project are:

1. Career Development Units (CDU's) to be infused into the existing K-12 curriculum.
2. Audiovisual media showing careers in Kodiak.
3. A final evaluation report will be sent to the 56 State CE-Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students		
Type of Area Served:	Rural, Small Town, Villages		
Number of Persons Served:	K-6:	1,244	
	7-8:	377	
	9-12:	510	
	Teachers & Administrators:	149	
	Parents:	8	
Minority Groups Served:	American Indian:	29.95%	
	Black:	0.79%	
	Oriental:	1.63%	
	Spanish Surname:	2.12%	
Income Distribution:	Under $5,000	13%	below average
	$5,000 - $19,999	87%	average or above average
Special Population:	Handicapped:	0.23%	

Project: An Incremental Improvement Project for Career Education (K-12)
Industry-Education Council of California, Burlingame, California

Project Director: Ms. Lucinda L. Kindred
Industry-Education Council
of California
2609 Union Street
San Francisco, California 94123
(415) 567-5840, 567-6351

Grant Award from Career Education Program for 1975-76:
$150,000.

Grant No. G007503735

Participating Institutions:

Industry-Education Council of California
San Francisco Unified School District
Sequoia Union High School District
Bay Area Learning Center
Enterprise for High School Students
Employment Development Department
California Task Force on Career Education

MAJOR OBJECTIVES:

1. To develop a training program that will build a foundation at each school for teachers, counselors, and administrators to learn how to use community resources, develop a career education curriculum, and how to manage a program that goes beyond the school walls.

2. To develop processes for consolidating, sharing (importing and exporting workable programs from school to school), and improving a smorgasbord of student learning activities, fragments of which are present at all the schools. The program will include formal and informal learning opportunities in structured and unstructured settings.

3. To develop a career education installation process which builds at each school site the base to expand career education at the school and allow successful career education program elements to be exported to other schools and vice versa.

4. To develop a community involvement process that will put the school and community into a positive rapport and to document how this process of community involvement can lead to a modification and extension of program goals.

5. To develop programs that work at breaking down the cycle of discrimination and sex role stereotyping that minority and female students face in the world of work.

PROJECT ACTIVITIES:

This project will develop a coherent and comprehensive (K-12) demonstration program and incremental improvement in career education by working outward from four high schools in the two districts. This is because recent research has made clear the notion that successful long term reform should build on success and take the time to gradually infuse that success throughout the school social structure.

The program envisages consolidating, sharing (importing and exporting workable programs from school to school), and improving a smorgasbord of student learning activities, fragments of which are present at all the schools. Such an approach is one that will eventually provide and install within the school systems a comprehensive program in career education. The program is designed to allow a multiplicity of learning strategies and learning environments for students from the diverse ethnic and cultural groups that make up these urban communities. The program will include formal and informal learning opportunities in structured and unstructured settings. This will require us to establish what does not now exist: training for all school personnel so that they understand that informal and non-structured learning in the world of work is as valuable as traditional classroom instruction, what is required to implement career education programs, and how to continuously improve such programs based on a working evaluation process.

The program will contain a substantial in-service component for teachers and counselors to provide them with information about the world of work outside of education, how to relate their particular subject area to its later work application, possible avocational and leisure time activity for students, and how to capitalize on the resources and opportunities for learning outside the school community (parents, employers, agencies, and organizations) to assist the teacher in communicating information about the world of work to their students and skill building workshops relating to values, self-esteem building, and decision making strategies.

We will deal directly, as well, with the more subtle questions that determine whether or not a program that is introduced and supported with outside funding and people ends up being installed into the normal, routine activities of schools. This is why we have an 'organizational infusion' component that involves teachers, counselors, administrators, parents, and members of the work community.

A major thrust of the project will be to strengthen and develop, where necessary, the information and community support component required for the effective coordination and development of information and experiences for students in learning experiences outside the classroom. This component will include: strengthening and identifying resources in the parent community that can be used inside and out of the school setting; the development of the business, industry, labor, government, and professional community to provide information for teachers and students as well as learning in the community; and to refine the coordination, effective management and optimum usage of these valuable information resources.

EVALUATION:

A major element of the project is the development of a way to evaluate the processes for installing a comprehensive career education program in schools.

This means that our evaluation will focus on the methods, techniques, and strategies for sharing effective programs among and within individual schools. To achieve the installation of career education in the schools, the evaluation will be performed at several levels and with different information needs in mind. To do this we are including schools boards, school administrators, teachers, counselors, parents, the wider business community, and students in the process of establishing outcomes and criteria for success.

We expect to gather data about what the present expectations of these groups are through interviews, observations, questionnaires and to continue to modify the program on the basis of our experimentation in providing such information. We expect each school to be unique and the needs and wishes of the school personnel and populations served to vary.

The evaluation, then, will focus on 'how-to-do-it' through a catalogue of successful and effective processes. Where they do not now exist, specific evaluation instruments for this kind of evaluation will be developed.

COMMUNICATION:

Periodic newsletters and reports (approximately bi-monthly) will be issued by the Industry-Education Council of California throughout the duration of the project. These will be disseminated free of charge to approximately 13,000 individuals from education and the community (particularly the business, labor and industry communities) statewide. Additional copies will be mailed to all Career Education State Coordinators.

A Spring conference sponsored by the Industry-Education Council of California will provide a forum for sharing the project's activities, as well as other career education projects within and outside the state of California.

A final evaluation report of the project will be distributed to all State Career Education Coordinators and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Teachers, Parents, Administrators, Community Participants	
Type of Area Served:	Urban	
Number of People Served:	K-8:	3,550
	9-12:	6,450
Minority Groups Served:	Black:	35%
	Spanish Surname:	11%
	Oriental:	9%

Project: A Comprehensive Career Education Model K-Adult with Special Emphases on the Handicapped, Secondary Instruction, Secondary In-Service, and Higher Education Teacher Preservice
Ceres Unified School District, Ceres, California

Project Director: John Avila
Ceres Unified School District
P. O. Box 307
Ceres, California 95307
(209) 537-4751 Ext. 284

Grant Award from Career Education Program 1975-76:
$174,993.

Grant No. G007506902

Participating Institutions: Ceres Unified School District
California State College, Stanislaus

MAJOR OBJECTIVES:

1. Elementary Curriculum (K-6): Expansion of the Ceres Career Education Matrix to a larger student population (from 40% to 75%). Determine impact of career education on the academic achievement of students grades 2-6.

2. Elementary In-Service (K-6): Targeted teachers will know Career Education Matrix and academic skills. Develop and/or utilize materials and/or strategies for infusing career education concepts into regular instructional programs.

3. Handicapped Students (K-12): Refine and implement learning units developed. Prepare learning units for wide dessemination.

4. Secondary Curriculum (7-12): Infusion of secondary level curricula and analysis of successful methods of achieving secondary curricular changes. Coordinating guidance and curricular structure to facilitate students in establishing career goals.

5. Secondary In-Service: Development of extensive in-service programs to facilitate secondary curricular changes.

6. Higher Education: Establishment of consortium between school district and teacher training institutions.

PROJECT ACTIVITIES:

The elementary curriculum component addresses two points in this proposal: a) the expansion of the Ceres Elementary Career Education Matrix to more teachers to reach a larger student population, and b) the impact of career education on academic achievement. Data from the 1974-75 school year will be utilized as baseline.

The Elementary Career Education Matrix is stated in student outcome objectives in career awareness, self-awareness, attitude and decision-making skills, economic awareness, consumer competencies, career planning and career orientation. All of the elementary school children will participate in the career education program, but 75% of the 2-6 grade children will be studied intently for analysis of career education effect on their academic achievement.

The basic strategies for implementation at the K-6 level will be the two approaches, simulation and learning centers, validated by the selected volunteer teachers during the 1973-75 school years. These two approaches will be modified by the participating teachers during in-service sessions so that they become acceptable and useable.

All secondary students need certain specific types of career information skills along with guidance in selecting and attaining their career goal.

This curriculum structure provides the opportunity for all students to acquire the proper background to make a career decision, the information, skills, and attitude needed for successful job entry, and provides the road towards fulfilling their career goal.

Two major thrusts are used to guide our effort in implementing an incremental career education program. The first major thrust is using infusion of the career education concept where appropriate to provide more meaning, relevancy, and purpose to all courses and students. Revising present course guides along with developing teaching units to include more career education objectives and activities to an important task. The second major thrust includes a curriculum structure that provides students with the opportunity to gain guidance needed to successfully move towards their career goal. This structure is designed to provide the knowledge, skills, and attitudes all students need regardless of their career goal; and it also provides the knowledge, skills, attitudes, and guidance needed for success in each student's career choice.

In grades ten through twelve there is a concentration on preparing students for their career choice. The knowledge, skills, and attitudes needed for job entry and continuing education is the focus of this part of the career education structure.

Planned is the further expansion of our Regional Occupation Program (ROP), which is a cooperative effort between a number of school districts to provide a broader selection of occupational skill training courses for regular students and adults.

In the instructional mode, this proposal seeks to enroll students in occupational programs conducted within the business sector of the community, better referred to as community classrooms. Students will be placed at one of the community classrooms until such time that he/she becomes employable.

The instructional activity which has and will take place involves all the special education teachers introducing those career education objectives in their classes which apply to the instructional level of their students. These are generally structured as follows, with the exception that some students in special education have developed more slowly than their peers.

Each student is taught at his/her understanding of the career concepts in the career education objective at his/her level of instruction. This is recorded on a tracking sheet for each of them. If he/she does not understand the complete concept, the teacher and aide supplies learning experiences that

will provide adequate comprehension. They are checked off for that one and will move on to the next objective. This is transferred from a class tracking sheet to an individual one at the end of the year and can be placed in their cumulative file.

This proposal intends to establish a consortium in teacher education between Ceres Unified School District and California State College, Stanislaus. The consortium will operate and evaluate the effectiveness of a field center for the pre and in-service preparation of teachers in career education programs. The field center will be located on the campus of Ceres High School, a school deeply involved in the development of a career education program.

The program would be coordinated through the Division of Education at California State College, Stanislaus, and the Ceres Unified School District. Course work in teacher education would be taught by instructors from the College and by District personnel. Students would include credential candidates from the College and teachers from the District. While the latter group will focus on specific instructional issues related to career education, the former group will be involved in the total teacher education program leading to the first teaching credentials. Their program will be personalized and competency based. District staff members, teachers, and administrators will work with the College staff to assess the developing competencies of these candidates.

The in-service component will assist the teachers of participating students to know the Career Education Matrix and academic skills, to develop and/or utilize materials to infuse career education in other academic areas, to know and/or utilize instructional strategies which facilitate the infusion of career education with the regular instructional program. In-service will address evaluation in terms of administration of evaluative instruments, interpretation of results, and monitoring procedures.

In-service will be both group and individual depending upon the needs of the teachers, collectively and individually.

Special cooperation and coordination with California State College, Stanislaus Division of Education for in-service is planned. The college personnel will contribute needed in-service expertise, and in return will gain an indepth understanding of career education. This thrust will then serve a dual purpose of District continuing in-service and the college need of training new teachers with knowledge of career education concepts.

Community involvement for the implementation of this project must and will extend beyond the boundaries of the Ceres Unified School District. Since the majority of the students eventually seek employment in surrounding communities there is a definite need to include these areas for effective implementation. This greater community will then be involved in two significant levels: (1) in an advisory capacity, and (2) in a unique instructional mode.

An overall Career Education Advisory Council is organized and will continue, with representatives of business, industry, labor, government, parents, and the professions. The council will seek to facilitate a close alliance of interest and participation between members of the business community, students, and educators. It will inform, assist, and advise teachers in developing programs based on need and job market information. It will enrich the use of available resources in the instructional program; and it will encourage the involvement and participation of students in career related classes.

Each occupational skills class will organize its own advisory committee for input in keeping updated on skills needed for the various career areas. These committees will also assist in the placement of graduates and/or students at stations for on-the-job training.

EVALUATION:

Ceres will have both in house and third party evaluators. Final evaluation will be by third party.

Objective 1: Elementary Curriculum - Students will be pre-tested in October 1975 and post-tested in April of 1976 using the locally developed Career Objectives Tests (Primary and Intermediate forms). Statistical comparison will be made between 1976 and 1975 school years. Data will be reported separately by sex and socioeconomic groups. Internal and external evaluation. Students in grades 2-6 will be tested using the California Tests in Basic Skills (reading and math in September and May).

Objective 2: In-service - Process and product outcomes will be reported using the locally developed monitoring procedure.

Objective 3: Handicapped - Learning units to be field tested and summaries filed with Director of Pupil Personnel. Publication of catalog listing learning units for teaching handicapped students.

COMMUNICATION:

The dissemination design will serve basically two functions. The communication/feedback function of the project management and community involvement. The other function is that of developing model and support materials that will be conducive to adoption of this model by other districts.

The unique portion of this model will be that the information needs will be assessed and addressed by this dissemination effort.

The media and methods will be familiar. The District has an outstanding media capability which is also an integral part of the career education program. This vehicle will be used to produce the printed and audiovisual dissemination efforts.

In addition, initial and secondary awareness activities will be used. These will include conferences, workshops, and mass media activities.

Most of the dissemination activities will be coordinated with and integrated into the project activities. This will be particularly important in the in-service and community (business, industry) and parent involvement activities.

Specific efforts will be made to develop an awareness and understanding of the Ceres School District Career Education Program within the Ceres Community; within the County of Stanislaus; and within the State Department of Education; and as a national model. In addition, information will be provided to industry, service organizations, social groups, and others as a model to develop a "career education awareness and understanding."

A final evaluation report will be sent to the 56 State CE-Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-16 Students	
Type of Area Served:	Rural	
Number of Persons Served:	K-6: 2,000	
	7-8: 700	
	9-12: 1,200	
	14-16: 30	
	Staff: 205	
Minority Groups Served:	Mexican American: 7%	
	Black: 1%	
Income Distribution:	Under $5,000	30%
	$5,000 - $9,999	50%
	$10,000 - $14,999	12%
	$15,000 - $19,999	5%
	$20,000 or more	3%
Special Population:	Handicapped: 10%	

Project: Career Education Program in Social Studies
Social Science Education Consortium, Inc., Boulder, Colorado

Project Director: Irving Morrissett
Executive Director
Social Science Education
Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
(303) 492-8155

Grant Award from Career Education Program for 1975-76: $89,963.

Grant No. G007503741

Participating Institutions: Colorado Department of Education, Denver, Colorado

MAJOR OBJECTIVES:

1. To analyze selected social studies curriculum materials and operating school social studies programs.

2. To develop a guide to alternative ways of integrating career education into the social studies program in grades K-12.

3. To disseminate information about curriculum and teacher materials and career education programs to 35 school districts in person and to districts throughout the nation through the SSEC publications program.

PROJECT ACTIVITIES:

The following activities will be conducted in order to achieve the objectives outlined above:

1. Development of an analysis instrument for assessing career education curriculum materials.
2. Identification, collection, and analysis of career education and social studies materials for career education concepts.
3. Identification and description of eight to twelve exemplary career education programs with community action orientations.
4. Development of a paper entitled "Tips for Teaching Career Education."
5. Development of a Teacher Resource Kit which will contain analyses of 50 exemplary career education curriculum materials and social studies materials having significant career education content; descriptions of eight to twelve exemplary career education programs; a tips paper outlining alternative strategies for integrating career education in the social studies curriculum, K-12; and an instrument for analyzing career education curriculum materials.
6. Conduct of five regional career education awareness workshops, each of which will be attended by seven school districts. Four persons will represent each district and will include a curriculum decision maker, a social science teacher, a community business representative, and a labor representative.
7. Evaluation of each phase of the program and production of a final report.

EVALUATION:

Objective 1: Evaluative criteria have been designed for each of the program items described above. A local teacher, community business, and community labor committee of 12 persons plus a national panel of five career education experts will review and critically evaluate all products produced by the project. In addition, revisions will be made on the basis of these critical evaluations.

Objective 2: School districts which host the regional workshops will provide an evaluation expert who will assess the needs statements designed by each participating district as well as the regional workshop objectives. The evaluation persons will attend the workshops, administer an evaluation instrument which they have designed, and prepare written evaluations of each workshop. These reports will be included in the final report.

COMMUNICATION:

Products available at the end of the project will include:

1. A materials analysis instrument for assessing the career education content of social studies and career education materials.
2. A resource center of curriculum materials focusing on career education will be avilable for visitors in Boulder, Colorado at the offices of the SSEC.
3. Analyses of 50 career education and social studies curriculum materials.
4. Descriptive brochures on eight to twelve exemplary career education programs with community action orientations.
5. A paper entitled "Tips for Teaching Career Education."
6. A Teacher Resource Kit containing Items 1, 3, 4, and 5 above.

Five regional awareness workshops will be conducted in April 1976. There will be seven school districts in each workshop, and each district will be represented by four persons: a curriculum decision maker, a social science teacher, a community business representative, and a community labor representative.

The final project report will be submitted to USOE. The Teacher Resource Kit will be published and sold by the SSED; each of the workshop participants and the local advisory panel will receive free copies of the Teacher Resource Kit. A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Teachers, Business/Industry Persons, and Labor	
Type of Area Served:	Rural, Small Town, Suburban, and Urban	
Number of Persons Served:	Teachers:	35
	Administrators:	35
	Business/Industry:	35
	Labor:	35

Project: San Luis Valley Board of Cooperative Services Career Education
Alamosa, Colorado

Project Director: Gilbert J. Gallegos
San Luis Valley Board of
Cooperative Services
22nd & San Juan
Alamosa, Colorado 81101
(303) 589-2536

Grant Award from Career Education Program for 1975-76:
$100,000.

Grand No. G007502321

Participating Institutions: Alamosa RE11J, North Conejos RELJ, Sangre de Cristo Re22J, Sanford Re6J, South Conejos Re10, Centennial R1, Sierra Grande R-30, Creede Consolidated 1, Del Norte C7, Monte Vista C8, Sargent Re 33J, Center 26Jt, Mountain Valley Rel, Moffat 2

MAJOR OBJECTIVES:

1. To improve existing classroom career education models in the San Luis Valley and to expand successful classroom career education activities into additional classrooms of the 14 school districts of the San Luis Valley.

2. To strengthen the existing career information centers in the San Luis Valley, especially in regard to curriculum materials related to career education, and to promote use of centers by San Luis Valley teachers in infusing career education concepts and activities into more classrooms.

3. To bring about a consortium of career education efforts in the 14 school districts of the San Luis Valley and to begin development of a comprehensive plan for career education for the region which will involve participation of all sectors of public education.

PROJECT ACTIVITIES:

Beginning in August or as soon as possible thereafter, grants will be made to the career centers for the acquisition of supplies and materials. Grants will be given to each of the 14 school districts for video tape development and duplication.

A strong effort for communality among the 14 school districts will be one of our main thrusts. This will be accomplished by making available to all valley schools video tapes from the satellite demonstration program in Monte Vista and Antonito. Mini-grants to teachers will be made available for development of individual projects.

By mid-year the first consortium meeting of representatives of each school district and institution participating will be held to begin development of a comprehensive career education plan for an entire state planning region under the coordination of the San Luis Valley Board of Cooperative Services.

EVALUATION:

Objective 1: A pre-attitude and awareness survey will be administered to administrators, and teachers in the 14 school districts in September 1975. A post-attitude and awareness survey will administered in May 1976. Results will be tabulated for degree of attitude and awareness change.

Objective 2: Programs expanded or instituted under grants to teachers or to school districts will be evaluated at least quarterly by the project director as a result of on-site visits. These evaluations will include statistical information as well as narrative.

Objective 3: Workshops and classroom in-service activities will be evaluated at the close of each session by participants or forms which will be developed by the project director. Follow-up, narrative evaluation of classroom in-service training to determine if teachers were able to implement in-service concepts following the training will be done quarterly.

COMMUNICATION:

A final evaluation report will be sent to the 46 State Career Education Coordinators.

Career packets and assimilated career information will be available by November 1975 to interested persons or organizations for cost of printing. Abstract of proposal will be mailed to anyone desiring same free of charge.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Parents	
Type of Area Served:	Rural	
Number Persons Served:	Students:	10,418
	Teachers & Admin.:	600
Minority Groups Served:	4,700	
Special Populations Served:	750	

Project: Career Education Personnel Training Center
Florida Department of Education, St. Petersburg, Florida

Project Director: Mrs. Myrtle E. Hunt, Director
Career Education Section
Division of Curriculum and Instruction
Pinellas County Schools
3230 - Ninth Avenue South
St. Petersburg, Florida 33712
(813) 895-3671

Grant Award from Career Education Program for 1975-76: $181,115.

Grant No. G007503403

Participating Institutions: District School Board of Pinellas County, Florida
University of South Florida, Tampa, Florida
South Florida Educational Planning Council for Career Education

MAJOR OBJECTIVES:

1. Identify from exemplary projects in Florida, and to a limited degree elsewhere, roles and functions of various persons directly or indirectly instrumental in the redirection of an educational program at the local school level.

2. Develop and compile lists of conceptual understandings and implementation competencies necessary for the successful performance of each category of personnel.

3. Assemble a repertoire of validated techniques and strategies to be utilized at one or more training sites as demonstrations of methods whereby various categories of personnel (elementary counselors, building principals, primary teachers, advisory committees, board members, business leaders, etc.) can be brought to the previously agreed upon levels of competence and understanding.

4. Establish a center whose mission would be to demonstrate and diffuse the techniques and procedures for training and retraining career education personnel.

PROJECT ACTIVITIES:

The primary purpose of the project is to provide an extension of training and retraining strategies and procedures that have already been field-tested and found effective in order to change attitudes and behaviors of persons responsible for the design, management, and conduct of career education programs.

July 1975
- Announce and publicize the opening of the center describing its function and its capabilities.
- Identify key training personnel both within the Pinellas County staff and among other exemplary projects and cooperating universities.
- Negotiate organizational and inter-institutional plans.
- Begin needs assessment for each of the several categories of personnel integral to a successful career education project.

August 1975
- Complete contractual or other negotiations with various cooperating agencies and institutions.
- Develop formative evaluation procedures.
- Complete needs assessment and begin to rank-order competencies, skills, understandings and attitudes to be addressed in the training plans for each group.
- Develop assessment procedures for identifying entering competencies.
- Accept applications from individuals and agencies wishing to receive training.
- Develop criteria for scheduling applicants and arrange training schedules.
- Recruit certified but unemployed teachers to energize the exchange-teacher program.

September 1975
- Begin screening and developing training plans for initial trainees.
- Continue to develop training modules.
- Orient initial group of intern teachers.
- Conduct in-service workshops and training sessions.
- Collect and interpret formative evaluation data.

October 1975
- Continue in-service/preservice training.
- Continue evaluation activities.
- Prepare and disseminate report on training center activities.

November 1975
- Begin planning for an invitational conference/demonstration of training procedures.
- Continue with training and evaluation activities.

December 1975
- Complete planning for invitational conference/demonstration.
- Prepare and disseminate 6 month report of activities and accomplishments.

January 1976
- Conduct conference/demonstration.
- Orient second group of preservice teachers.
- Supervise intern teaching of first group of preservice teachers.
- Continue training and evaluation activities.

February 1976
- Plan and conduct a training program for State Department of Education personnel regarding latest trends/techniques available through the Training Center.
- Continue training and evaluation activities.

March 1976
- Plan, conduct and evaluate a demonstration for one-third of the Florida career education project directors (and local directors from other states as requests warrant).
- Continue training activities.
- Orient and supervise preservice interns.

April 1976
- Conduct and evaluate demonstration for second-third of project directors.
- Continue training and evaluation activities.

May 1976
- Conduct and evaluate demonstration for last-third of project directors.
- Begin preparation for final report.
- Continue training activities.

June 1976
- Submit final report of first year's operation.
- Conclude training activities.
- Begin planning for summer training activities.
- Begin planning for national conference on training to be held in Fall.

EVALUATION:

Objective 1: Training activities will be subjected to continuing and on-going formative evaluation and revision. Appropriate instruments for assessing participant reactions to training procedures are already incorporated into existing modules and will be integral to any future modules. Performance of trainees in actual and simulated situations will be assessed and fed back to trainees through observer data or electronic mediums. Critical incident reports and activity logs will be kept and results reported.

Objective 2: New components of the training activities will be carefully field tested before broad implementation. Formative evaluation procedures will accompany all Center activities. Summative evaluations will be performed for all conferences and demonstration activities of The Center. Such summative evaluations will, in turn, be used in a formative mode in planning subsequent conferences or consulting activities.

Objective 3: Periodically cooperating agencies, the FDOE, other local districts, and State Universities will be asked to review and recommend activities to be continued, revised, expanded, or dropped by The Center. An advisory panel of representatives from such agencies will be formally constituted and will be active in the review of The Center's activities.

COMMUNICATION:

The project staff will establish communication with all other project grantees, state consultants for career education, mini-conference participants, universities, and other interested parties through newsletters and brochures. Project visitation will be encouraged.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	All Levels, All Groups	
Type of Area Served:	Urban and Suburban	
Number of Persons Served:	30 Interns (15 in-service & 15 preservice)	
Minority Groups Served:	Black:	14.5%
	Oriental:	0.5%
	Spanish:	0.3%
Income Distribution:	Under $5,000	30%
	$5,000 - $9,999	25%
	$10,000 - $14,999	30%
	$15,000 - $19,999	10%
	$20,000 or more	5%
Special Populations:	Handicapped: 1%	
	Gifted: 5%	

Project: I Believe in Kids
Jefferson County School Board, Monticello, Florida

Project Director: Albert Thomas, Jr.
Jefferson County Career
Education Project
P. O. Box 499
Monticello, Florida 32344
(904) 997-4458

Grant Award from Career Education Program for 1975-76:
$69,615.

Grant No. G007502294

Participating Institutions: Jefferson County Public Schools (3):
Jefferson Elementary School
Howard Middle School
Jefferson County High School

MAJOR OBJECTIVES:

1. Jefferson County public school students in grades K-5 will demonstrate an increased awareness of themselves and of a variety of careers.

2. Jefferson County public school students in grades 6-8 will demonstrate an increased self-awareness and an indepth knowledge of careers in five cluster areas.

3. Jefferson County public school students in grades 9-12 will demonstrate an increased career maturity, an increased knowledge of career opportunities and training opportunities in Florida, and will improve their skills in decision making, self appraisal, goal selection and planning and problem solving.

4. Parents of Jefferson County public school students will become more aware of the career education movement and will demonstrate increased support of the Jefferson County public school programs.

PROJECT ACTIVITIES:

Objective #1

On August 18-19, 1975, twenty-two elementary teachers and counselors of K-5 not previously involved with career education will be give in-service training by the project staff in career education definitions, elements, concepts, goals, objectives and models. In-service training activities will also include discussion of the fifteen occupational clusters, local needs, and project objectives; examination of local and commercially prepared materials; and curricular development of at least one career oriented activity by each participant. On August 26, 1975 ten elementary teachers of K-5 previously associated with career education will participate in an in-service activity designed to up their skills in the implementation of career education teaching strategies.

After these initial workshops, individual teachers and counselors will conduct career-related activities with students as an integral part of the regular curricular offerings. These activities will be documented by use of career activity logs completed by each teacher. The project staff will provide support services by coordinating guidance activities and field trips, by previewing, evaluating, purchasing/developing resources and materials, providing resource speakers, delivering materials, providing year-long in-service training sessions, and by conducting actual classroom activities. Activities at this level will be directed toward development of self-awareness and career awareness, thereby emphasizing both the affective and cognitive domains.

Objective #2

The same range of activities as described in #1 will be provided for teachers of grades 6-8 with the following variations. First, at the in-service sessions of August 18-19, seventeen new middle school teachers will participate in the activities. Second, at the skill up-dating session of August 26, 1975, ten veteran middle school teachers will participate. Activities at this level will have some self-awareness emphasis, but will highly emphasize indepth career exploration in the agribusiness, business and office communications, health, and construction clusters. On site visits and hands-on activities will form an integral part of the activities. The vocational agriculture, typing, language arts, science, physical education, mathematics, and industrial arts teachers will integrate these activities into their existing curriculum. The project staff will perform the same support services, and the same activity logs will be kept by each teacher.

Objective #3

The same range of activities described in #1 will be provided for teachers of grades 9-12 with the following variations. First, fifteen new high school teachers will be involved in the August 18-19, 1975 sessions, and ten veteran teachers will participate in the skill up-dating session August 26, 1975. Instructional activities at this level will emphasize some self-awareness, additional career exploration, and much skill development/application and career preparation. Specific instructional activities will include the development of employment skills, job hunting skills, decision making skills, problem solving skills, and goal setting skills. The various subject matter area teachers will include the career implications of what they teach. On-site, shadowing, and resource speakers will form integral parts of the instructional program.

In addition to the support services provided to teachers at this level, the counseling effort will be very emphatic. Every student in grades 9-12 will be individually counseled on goal setting and post high school plans. Before this individual counseling takes place, during July 1975, each Jefferson County High School Senior ('76) will be mailed a career survey. Each student will be asked to return the survey which will include each senior's tentative top three career choices, choice of institution for further training, and general future plans. As the surveys are returned, a folder will be prepared for each senior which will include catalogs or brochures from the institution she/he plans to attend and information about her/his career choices. As a follow-up to the survey, the entire senior class will be assembled for a one day "Career Orientation Session." Individual counseling will follow the large group session.

After every senior is well on the way to making firm plans, the counseling services will be extended to juniors, sophomores, and freshmen. Since this is such a formidable task, the project will elicit the help of the occupational specialist and the high school guidance counselors. Also, due to the high rate of poverty and the high rate of educational occupational naivete among many parents, counseling services will be extended to parents, especially to those of identified disadvantaged youth.

Objective #4

In order to orient parents about the career education movement, mass mailing techniques will be used. The local bank and telephone and electric companies will be asked to insert a concise description of career education in their monthly statements. These descriptions will also be sent home by students. Copies will be made available in the lobbies of the bank and post office. The Chamber of Commerce will be asked to distribute copies to chamber members. Local merchants will be asked to donate window space for well designed posters that carry the career education message.

Newsletters will be sent to local civic organizations for distribution to members. The local county-wide ministerial association will also receive newsletters. "Open Letters to Parents" will also be printed in the weekly Monticello News. The staff will make numerous appearances on local radio and area television programs. Finally, "in-person" orientation will be provided through a series of "Career Orientation Programs for Parents" and "Career Open House Programs" in the evenings. The special project counselor will carry the message to many parents.

To increase parental support of the schools, the project staff will spearhead the organization of parent-school volunteer groups designed around a parent's career resource speakers pool. Parents will be invited to speak to students about their work. The existing Howard Middle School P.T.A. will form the nucleus of this parent group. The project advisory committee and a proposed student "Career Club" at the Jefferson County High School will seek to involve hesitant parents. Finally, local businesses, parents, and interested citizens will be invited to appear in a slide presentation entitled "Careers in Jefferson County."

EVALUATION:

Objective 1: In early September 1975, a random sample of students from grades K-5 will be administered a pre-test to determine the extent of self-awareness. In May 1976, a post-test will be administered to the same random sample of students from each of the above mentioned grades to determine if any growth has occurred. A close documentation will be made of the curriculum materials used, the number of resource speakers utilized, and the number of field trips and other community resource activities utlized. A search is under way to secure a test that will measure the level of awareness in the two areas mentioned above. If no suitable commercially prepared test is available, the staff will make use of locally developed tests, duly modified according to grade levels. The Research Edition of Dr. Ira Gordon's, "How I See Myself" is under consideration for use to measure self-awareness. The project counselor, county school psychologist, and elementary counselor will perform the evaluation, along with Dr. Charles Dziuban.

Objective 2: In early September 1975, a random sample of students in grades 6-8 will be administered a pre-test to determine knowledge of careers or occupations in the five clusters of agribusiness, business and office, communications, construction, and health and to determine extent of self-awareness. All materials, resources, field trips, and methods will be closely documented. In May 1976, the same random sample of students will be administered a post-test to determine if any growth has taken place in the areas mentioned above. A locally constructed instrument will be used to measure career knowledge, and a commercially constructed instrument will be sought to measure self-awareness. The project counselor, middle school counselor, county school phychologist, and Dr. Charles Dzuiban of Florida Technological University will perform the evaluation.

Objective 3: During the week of September 21-25, a random sample of students in grades 9-12 will be administered the Attitude Scale and the Competence Test of McGraw-Hill's Career Maturity Inventory as a pre-test. In May 1976, a post-test will be administered to the same random sample of students. Statistical comparisons will be made to determine if any growth has taken place. A close documentation will be made with regard to materials used, teaching methods employed, community resources utilized, and field trips or on-site visits made. The project counselor, the high school guidance counselor, the county school psychologist, and Dr. Charles Dzuiban of Florida Technological University will perform the evaluation.

Objective 4: Since there is very little parental support of the public schools, it will be easy to determine an increase in parental support. The project staff will keep a close record of the number of parents that volunteer to serve the schools in any manner, but specifically as resource speakers. The middle school is the only public school with a parent-teacher organization. If, by the end of the project year, like organizations are in operation in support of the elementary and high school, this will indeed be the evidence.

In order to measure parent orientation to the career education movement, a random sample of parents of students of grades K-12 will be asked to complete a simple, "yes-no" pre-survey to determine awareness. The same random sample of parents will be asked to complete a post-survey during the last two weeks of May 1975. Statistical comparisions will be made to determine if any increased awareness has occurred due to the project's public relations activities. Dr. Charles Dzuiban of Florida Technological University will perform the evaluation.

COMMUNICATION:

Initial abstracts or project profiles will be provided each federal project director. In addition, quarterly progress reports (beginning September 1975), copies of the semi-annual process report (January 1976), copies of the final process report (July 1976), and samples of any materials developed will be disseminated free of charge to all state career education coordinators and federal project directors.

At the end of the project year, we hope to provide a comprehensive-well documented model of all of the activities, techniques, materials, resources, and processes that we have utilized to effect incremental changes or improvements in career education grades K-12 and a well documented public relations model.

Interested persons, other than those specified above, may secure materials from the project upon request for nominal printing and shipping costs.

We have not set aside any dates for meetings to inform others outside project about our efforts. However, we are thinking about a conference here in Monticello sometime during the month of March 1976. We are, of course, interested in tying into a regional conference of federal projects in this area (Southeastern U.S.).

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Parents	
Type of Area Served:	Rural; Small Town	
Number of Participants to be Served:	K-5: 636	
	6-8: 475	
	9-12: 793	
	Parents: 1,600	
Minority Groups Served:	Black: 60%	
Income Distribution:	Under $5,000	51%
	$5,000 - $9,999	30%
	$10,000 - $14,000	10%
	$15,000 - $19,999	6%
	$20,000 or more	3%

Project: DeSoto County District Plan for Career Education Development Program
DeSoto County School District, Arcadia, Florida

Project Director: Phyllis NeSmith
Federal Project Director
P. O. Drawer 1460
Arcadia, Florida 33821
(813) 494-4222

Grant Award from Career Education Program for 1975-76:
$35,000.

Grant No. G007502319

Participating Institutions: DeSoto County School District

MAJOR OBJECTIVES:

1. Special Education: Occupational familiarization and exploration.

2. Level One--Pre School through 6th Grade: Provide students with an introduction to the world of work with emphasis on career awareness and orientation.

3. Level Two--Junior High School: Provide a broad occupational exposure that will allow students to progress into intensive study of selective careers with vocational counseling.

4. Level Three--Senior High School: Emphasize a narrowing career choice and initial vocational preparation. Emphasis will be placed on the development of entry level skills, academic skills and employability skills. Placement is an important component at this level.

PROJECT ACTIVITIES:

The basic plan provides for attention to such areas as (1) content (curriculum and instructional strategies), (2) staffing, (3) community involvement and community information, (4) scheduling and efficiency management, (5) in-service (staff development), (6) longitudinal effects, (7) support systems, (8) placement and follow-up, (9) legal policy and regulations, (10) evaluation and revision.

The career education director's duties shall be to direct the above program, working with school personnel to provide testing of all students grades K-12 to determine the needs of selected students.

Secretarial and clerical help will continue to assist the career education director in evaluation and assessment of needs of students district-wide and to keep files and an accurate account of what the program is accomplishing.

Based on an evaluation of the needs of the students determined by the testing, the Director shall begin an in-service program by training for district-wide personnel during the regular school day (for those personnel not previously trained).

Working with the principals of the schools the career education director will involve teachers selected by the principal to continue developing a career program for grades K-12 with the assistance of University of South Florida personnel obtained to work out a course workshop for training of guidance counselors and teachers in career education curricula.

A workshop shall be set up to develop a total integrated curricula of career development.

Supplies and equipment needed to implement an expanded curricula will be purchased.

The career education director will work with principals and the superintendent to implement the evaluation of the students.

EVALUATION:

Objective 1: Using pre- and post-test results obtained from interest and aptitude tests, the students participating will be checked as to the interests that they now have toward various careers. Additional evaluation will be done of attitude changes of teachers and administrators.

Objective 2: Total program evaluations and reports will be performed at approximately six-week intervals. Consultants for the evaluation will be solicited from South Florida Junior College, University of South Florida, parent, and community, civic, and business establishments and organizations. Evaluations will include the project initially and will expand to include placement and follow-up (including dropouts).

COMMUNICATION:

Information will be disseminated to students through the continued use of L.O.O.M. booklets and C.A.B. books. The community will be kept informed of the progress of the career education program via radio, T.V., newspapers, and the advisory committee. Teachers and administrators will be informed through up-dated in-service materials and workshops.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; teachers, administrators, Counselors	
Type of Area Served:	Rural, Small Town	
Number of Persons Served:	K-5:	1,733
	6-8:	1,085
	9-12:	1,059
	Teachers:	177
	Counselors:	5
	Administrators:	5
Minority Groups Served:	Black:	27%
	Mexican-American:	5%
	Oriental:	5%

Income Distribution:	Under $5,000:	15%
	$5,000 - $9,999:	60%
	$10,000 - $14,999:	15%
	$15,000 - $19,999:	5%
	$20,000 or more:	5%
Special Populations:	Handicapped:	9%
	Gifted and talented:	1.5%

Project: Illinois Career Education Area Service Centers (Urban and Rural): A Vehicle for Demonstration
Springfield, Illinois

Project Director: Mrs. Carol Reisinger
Career Education Specialist
Illinois Office of Education
Illinois Career Education Area Service Centers (Urban and Rural): A Vehicle for Demonstration
100 North First Street
Springfield, Illinois 62777
(217) 782-2826 Ext. 6090

Grant Award from Career Education Program for 1975-76:
$175,000.

Grant No. G007503404

Participating Institutions:

Northwest Education Cooperative (Urban Area Service Center)
Palatine C.C. School District 15
Wheeling C.C. School District 21
Prospect Heights District 23
Arlington Heights District 25
River Trails School District 26
Schaumburg C.C. District 54
Mt. Prospect District 57
Arlington Heights C.C. District 59
Township High School District 211
Township High School District 214

In addition to these districts, the Illinois Career Education Service Center would serve schools in DuPage, Kane; Kendall, Lake, and McHenry counties.

Alexander-Pulaski County Vocational Center (Rural Area Service Center)
Egyptian Community Unit #5
Cairo Unit School District #1
Meridian Community Unit #101
Century Community Unit #100

MAJOR OBJECTIVES:

1. The service centers will demonstrate the most effective methods and techniques in implementing career education for handicapped, low income, minorities.

2. The service centers will demonstrate effective methods and techniques for training and retraining of persons for conducting career education programs.

3. The service centers will demonstrate effective methods and techniques for communicating career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.

4. The service centers will demonstrate effective methods and techniques for tying into local communities and local colleges.

PROJECT ACTIVITIES:

The area service centers will identify elements of good existing career education programs. A survey of existing programs will be made. Strategies and techniques will be carried to the sites. Staff development will include:

a) Arrangements for on-site visits with teachers already implementing career education programs and activities in their classrooms (demonstration).

b) Visits to material resource center to stimulate conceptualization of career education program appropriate to local student needs and interests and to impart information as to material and personnel resources available to assist in local program and staff development of career education.

c) Conduct in-service training activities: conferences, workshops, seminars, mini courses, and formal courses of study, etc. The activities will be conducted by the center staff members in cooperation with institutions of higher education and adjunct staff drawn from local school programs and business and industry. Both theory and practical applications will be included in all staff development activities.

d) Three special workshops will be held for teachers, administrators and other special interest groups on the following topics: Career Education and the Bilingual Student; Career Education for the Gifted Student; and Career Education and the Special Education Student.

e) Consultant help for local school districts in program design and implementation to be provided by center staff and adjunct personnel.

The area service centers will give follow-up support to the L.E.A.'s in the form of: (1) consultant help, (2) continuing staff development programs, and (3) continuing curriculum development activities.

The area service centers will establish and maintain a materials center to facilitate staff and curriculum development activities.

A published list of services will be developed and dispersed throughout the State. The area service centers maintain a small staff nucleus. Adjunct staff will be drawn as needed from institutions of higher education, schools, and the general community.

The establishment of a center advisory committee will help to emphasize general community awareness of career education concepts and specific awareness of professional activities of the center. The advisory committee will also help to foster inter-agency cooperation of the center's efforts with colleges, universities, local business, and industry to promote career education concepts and program development.

EVALUATION:

The Illinois Career Education Area Service Center (ICEASC) would be evaluated from two approaches and on four levels. The two approaches include an external

evaluation conducted by a third party evaluation with an internal evaluation conducted by the staff and participants in the project. The four levels at which the entire effort will be evaluated, both from internal and external vantage points are as follows: (1) project, (2) staff, (3) program, and (4) pupils.

Objective 1: Teachers and projects will be assessed with methods and techniques listed. Students in programs will be pre- and post-tested. (Many evaluations have already taken place in the past 2 years.)

Objective 2: Teachers will be pre-tested on career education awareness before in-service. A post-test will be administered after in-service and demonstration.

Objective 3: A questionnaire will be sent out throughout school districts and communities to assess career education awareness. A second questionnaire will be sent out at the end of the program. Discussions with project advisory committee will also indicate awareness levels.

Objective 4: Local college personnel will be included on project advisory committee and will be included in surveys and questionnaires.

Project: The Comprehensive Career Education System
Rockford Public Schools, Rockford, Illinois

Project Director: Mr. N. Gunnar Fransen
Director, Adult & Occupational Services
Rockford Public Schools
201 South Madison Street
Rockford, Illinois 61101
(815) 968-0871 Ext. 294

Grant Award from Career Education Program for 1975-76:
$119,961.

Grant No. G007502397

Participating Institutions: Rockford Public Schools

MAJOR OBJECTIVES:

1. To expand career awareness at all elementary schools through in-service training to representative elementary staff members.

2. To up-date the present curriculum to include career orientation on a K-12 basis.

3. To reinforce vertical articulation at the middle school and secondary levels.

PROJECT ACTIVITIES:

In-service workshops constitute a major portion of this project. Selected elementary school staff will be given in-service training to become workshop leaders. These workshop leaders will then become the nucleus of expanding our career awareness program throughout all the elementary schools via 3-day in-service workshops conducted for selected teachers from each school. The process of conducting these workshops will be documented via a video-tape recording so that future workshops may be conducted at any time.

Additional workshops will be conducted to revise and up-date the current Career Education Guide for Elementary Teachers, which is a printed resource of how to infuse career education into the classroom. Current system-wide curriculum units will be re-written to include a career education emphasis.

In articulating career education from the elementary school upward to the middle schools, elementary staff and administrators will be used to conduct in-service workshops for selected middle school social studies staff.

Also during the school year, in-service workshops will be held for selected English, mathematics, science, and social studies staff members from each of the five public high schools. The expected outcome is to produce a career education approach for curriculum units in each of the represented academic areas.

Each of the public high schools presently have computer cathode-ray terminals for student use. The Computerized Vocational Information System (CVIS) has been in operation for 3 years. This system allows for the addition of much creative,

local input of information to the currently available scripts. This project will help produce the information gathered in a comprehensive Rockford Area Workforce Survey. The survey instrument is machine readable and the data base will be computerized. Local display of information will be on the cathode-ray terminals, but provisions will be made to produce the same information in printed format for neighboring school systems not having terminal capabilities.

An additional workshop will be conducted for all high school counselors to acquaint them with new and current scripts available to students on the cathode-ray terminals containing the Computerized Vocational Information System.

EVALUATION:

The progress and evaluation of each of the proposed objectives will be monitored by a third party evaluator.

Objective 1: Pre-tests and post-tests will be administered to workshop participants utilizing the Career Education Opinionnaire developed by the University of Wisconsin Third Party Evaluation Team. Other appropriate instruments and evaluative devices will be developed in conjunction with the third party evaluators.

Objective 2: The actual production of the indicated video-tapes, teacher guides, curriculum units, and workforce survey will also be an evaluation of the project.

COMMUNICATION:

A copy of the final report and evaluation complete with all project developed printed materials will be distributed to each of the State Career Education Coordinators upon completion of the project.

Any of the above materials will be made available to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students and Staff
Type of Area Served:	Metropol
Number of Persons Served:	Students (K-6): 10,000
	Students (7-12): 8,000
	Staff (K-6): 227
	Staff (7-12): 57
	Staff (Workshops): 750
Minority Groups Served:	Black: 15.02%
	Am. Indian: .04%
	Spanish Surname: .02%
Special Populations:	Handicapped: 3%
Income Distribution:	This information not immediately available.

Project: Demonstrating Total Infusion of Career Education (K-12)
Indiana Department of Public Instruction, Indianapolis, Indiana

Project Director: Ms. Elizabeth Wampler
State Guidance Consultant
120 W. Market - 10th Floor
Indianapolis, Indiana 46204
(317) 633-4370

Grant Award from Career Education Program for 1975-76:
$172,669.

Grant No. G007502396

Participating Institutions:
Elkhart Community School Corporation
New Albany-Floyd County Consolidated School Corporation
Clarksville Community School Corporation
Griffith Public School Corporation
Lakeland Community School Corporation
Monroe County Community School Corporation
Indiana Career Resource Center

MAJOR OBJECTIVES:

1. Local educational agencies in Indiana will be provided the opportunity to visit, consult, and share in the materials dissemination with two K-12 exemplary career education programs that have proven successful.

2. Four local educational agencies will develop and field test an interdisciplinary career education curriculum infusion model, encompassing all grade (K-12) and subject matter areas, to demonstrate a sequential articulated program.

PROJECT ACTIVITIES:

The major thrust of the project involves the creation of a mechanism designed to demonstrate, coordinate, and enhance the many separate efforts of career education within the state.

During July, upon receipt of the grant award announcement, a project coordinators meeting was held to orient the administrators and coordinators from the local educational agencies to the goals, objectives, and activities involved in implementing a successful career education program. A "Project Coordinating Team Workshop" was held in August to begin the development of the framework of the Curriculum Infusion Model. Each of the six local educational agencies involved in the program brought a team of teachers, administrators, and counselors representing all educational levels.

The fall activities will include a meeting of the state career education advisory committee and project coordinators; project visits by Department of Public Instruction staff; Cobb County, Georgia visit; a State Career Fair and two state-wide workshops. The spring activities will include coordinators meetings, project visits, a state-wide workshop for administrators, and a Career Education Share Day.

EVALUATION:

Objective 1: Based upon the "Career Education Implementation Categories" provided by the U.S.O.E., the four incremental improvement sites will have progressed through all steps of category 4 by June 1976.

Objective 2: A career education curriculum infusion model will be developed and field tested by teams of educators from the six project sites.

Objective 3: Data will be collected to assess the effectiveness of a variety of strategies used in in-service programs for teachers and administrators participating in the career education project.

Objective 4: By establishing a visitation program at two career education demonstration sites, the level of participation by teachers and administrators from throughout the state will show an increase.

COMMUNICATION:

The Indiana Career Resource Center will publish and disseminate a monthly newsletter emphasizing project activities.

A mailing will be sent to all school superintendents in the state, describing the project and explaining how their corporation may participate in the demonstration site activities.

Each demonstration site will develop and disseminate promotional literature describing their program and will be prepared to share career education curriculum materials developed during the last three years.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Education Staff
Type of Area Served:	Rural, Small Town, Suburban, Urban
Number of Persons Served:	K-5: 18,990
	6-8: 9,406
	9-12: 10,504

Project: An Exemplary Project to Demonstrate Transporting Career Education Techniques in Kansas and to Provide a Career Education Pre-Service Component to a Teacher Education Program
Kansas State Department of Education, Topeka, Kansas

Project Director: Mr. W. A. Rawson, Director
Exemplary and Special Needs
State Department of Education
120 East 10th Street
Topeka, Kansas 66612
(913) 296-3347

Grant Award from Career Education Program for 1975-76:
$150,000.

Grant No. G007503905

Participating Institutions:
Kansas State Department of Education
Kansas City Kansas Community College
Northwest Kansas Educational Cooperative, Colby
North Central Kansas Area Vocational-Technical School, Beloit
Unified School District #259, Wichita
Unified School District #101, Erie
Ft. Hays Kansas State College, Hays
Kansas State College of Pittsburg

MAJOR OBJECTIVES:

1. To determine the effectiveness of using successful career education practitioners from the field in providing prospective teachers with an understanding of career education concepts as related to teaching responsibilities.

2. To demonstrate and compare the effectiveness of delivering career education activities through the use of five different organizational bases.

PROJECT ACTIVITIES:

Objective I

Site I: The teacher education program of the Ft. Hays Kansas State College, Hays, Kansas, is serving as an experimental site for one model of career education preservice teacher education. The main purpose of this model will be to test the hypothesis of the value of the introduction of information about career education concepts as they are introduced into college preservice methods classes, both elementary and secondary levels. The resources to be used in this model will involve local career education practitioners who have already been using career education activities in their classrooms to be a part of the preservice methods instruction program as well as provide on-the-site visitations for observation by prospective teachers.

Site II: Kansas State College of Pittsburg has agreed to participate in an innovative supervised teaching program in which student teachers will be placed with teachers which have been using career education activities in their classrooms, and are identified as master teachers. The actual teaching block

time will be spent by the prospective teacher in the usual teaching environment, but in addition, they will be assisted in developing a career education emphasis to their instructional skills. The resources of the regional service center will be oriented toward these supervising teachers and their student teachers.

Objective II

This exemplary project will use one unified school district, one community college, one vocational technical school, one educational service center, and one regional vocational planning center in the state, to provide the base from which career education philosophies, methods, program activities and evaluation results will be disseminated to career education practitioners and to the public in surrounding areas.

This proposal is built on the concept that career education can be developed, expanded, and improved most effectively by the proper utilization of those successful practitioners who are presently operating career education programs in the state. By allowing identified successful teachers to be released from their teaching assignments to conduct in-service programs for those similar type teachers in outlying schools, their expertise can be transported to those wishing assistance at a time concurrent to the needs for that assistance. This approach allows flexibility in providing in-service training. Each of the regions selected has at least one successful career education project that has been in operation 2 or more years.

Regional Approach: Description of Plan

A career education facilitator and a secretary will be hired to carry out the functions of disseminating career education in each of the five regions. The regional facilitator will: (a) conduct an inventory of career education activities and community resources in each region; (b) identify and compile information on successful career education practitioners in the area and assist to develop local career education including each local school's plans; (c) develop a regional plan of action for expanding career education including each local school's plans; (d) plan in-service sessions to provide needed competencies for developing career education; (e) compile data for use in developing guidelines for carrying on career education, including costs, etc.; (f) cooperate with State Coordinator in developing a state-wide career education network; and (g) organize and arrange for meetings of a regional consortium career education advisory committee.

EVALUATION:

Objective 1: The main question which is being asked by this objective is whether different treatments to a "traditional" teacher preparation program make a difference in the acceptance and knowledge of career education concepts by prospective teachers. The differences will be measured as illustrated in the overview using an appropriate pre- and post-test designed "to assess teacher attitudes toward career education." The tests will be given at the beginning and end of each semester "methods" classes. The experimental design will involve two treatment groups and two control groups for each of the two sites.

Objective 2: The comparison of results of achievement for each operation base will be measured by pre- and post-test of school and community awareness of career education concepts, and in addition, an objective assessment of the actual implementation of incremental steps of the eight (8) categories of career education implementation as suggested by the U.S. Office of Education paper. No less than a 5% sample will be taken where the population numbers 5,000 or less than 2% of population over this amount. A minimum of 150 will be considered in each homogeneous group. Pre-tests will be administered in September 1976, with post-testing accomplished in May 1978.

COMMUNICATION:

A meeting of the Regional and State Coordinators will be held on September 9, 1975 in Salina, Kansas. The project plan of action and a schedule of events and activities will be approved at that time. These tentative dates are:

October 1, 1975 - State-wide Career Education Committee meets (format for resource inventory to be approved)
October 16, 1975 - State-wide Career Education leadership training session for administrators
November 13-14, 1975 - State-wide Career Education project coordinators meeting Theme "Using Career Education Community Resources"
November 26, 1975 - Career Education network progress report
December 11-12, 1975 - State-wide Career Education Facilitators training workshop
January 15, 1976 - Second Career Education network report
February 7, 1976 - State-wide Career Education leadership seminar
March 12, 1976 - Third Career Education network report
May 7, 1976 - Fourth Career Education network report.
A final evaluation report will be sent to the 56 State CE-Coordinators.

DEMOGRAPHIC INFORMATION:

	Region I (Colby)	Region II (Beloit)	Region III (Wichita)	Region IV (Erie)	Region V (Kansas City)
Levels/Groups Served	K-12, 16 Parents	K-12, Cont. Ed.	K-12	K-14	K-14, Parents
Type of Area Served	Rural, Small town	Rural, Small town	Urban	Rural	Urban, Suburban
Number of Persons	K-6: 6,130 7-9: 3,210 10-12: 3,730 16: 100 teachers & adm.: 1,132	K-6: 1,692 7-9: 950 10-12: 931 teachers & adm.: 299	K-6: 28,665 7-9: 13,567 10-12: 13,360 teachers & adm.: 2,832	K-6: 20,443 7-9: 5,442 10-12: 10,845 13-14: 3,738 teachers & adm.: 2,193	K-6: 63,000 7-9: 27,000 10-12: 22,078 13-14: 2,839 parents: 160,000
Minority Groups Served:					
Black	0.5%	0.5%	17.1%	8.2%	12%
Mex. Am.	1.7%		2.5%	1.3%	3%
Am. Ind.			0.9%		0.2%
Income Distribution:					
Under $5,000	3%	32%	6.0%	5.4%	17%
5,000-10,000	17%	40%	8.7%	8.5%	34.2%
10,000-15,000	50%	19%	57.3%	75.0%	26.5%
15,000-20,000	20%	4%	20.1%	5.8%	10.8%
20,000 or more	10%	5%	7.9%	5.3%	11.5%
Special Populations:					
Handicapped	7%	14%	8%	8%	6%
Gifted	5%	15%	2%	3%	2%

Project: Teacher Advisory Competencies To Improve Curricular Selections
Lafayette Parish School System, Lafayette, Louisiana

Project Director: Robert M. Arceneaux, Supervisor
Adult and Career Education
P. O. Box 2158
Lafayette Parish School Board
Lafayette, Louisiana 70501
(318) 232-3849 or
(318) 232-2620, ext. 228

Grant Award from Career Education Program for 1975-76:
$96,975.

Grant No. G007502354

Participating Institutions: Lafayette Parish School System

MAJOR OBJECTIVES:

1. Following cooperative research and planning, a teacher advisory system will be developed based on identified competencies needed by classroom teachers in order to assist students make wise curriculum choices on both a short term and a long term interest-need base.

2. In-service training for all teachers, guidance counselors, and administrators in grades 8-12 will be conducted for the purposes of explaining, improving, and receiving of additional input on the teacher advisor system which is to be implemented in the 1975-76 school system.

PROJECT ACTIVITIES:

A committee comprised of administrators, teachers, counselors, students, parents, and community members will assist in developing, implementing, and advising on approaches, strategies, and materials for the teacher advisory system.

A better understanding, working knowledge, and appreciation of the ongoing K-12 career program will be derived from in-service workshops (August and October) and staff classroom visitation throughout the year. The newly developed career oriented phase elective-curriculum will also be infused by these activities.

Each high school teacher will be assigned 20-25 students for a 4 year period to provide for a continuous, follow-through teacher advisory system. Parents will be involved in a minimum of two guidance sessions with the student and teacher. Routine, periodic meetings will be held with department heads, guidance counselors, and writing teams to discuss curriculum revisions generally, and specific needs of particular students.

All activities for Project TACTICS will be dovetailed whenever and whereever possible with the ongoing state funded career program for upgrading of the existing program.

EVALUATION:

Objective 1: A reviewing committee comprised of a cross-sectional representation of students, parents, administrators, teachers, counselors, and community members will advise and monitor the teacher-advisory system as well as other selected activities in the development and implementation of the revised career-oriented curriculum.

Objective 2: Pre- and post-tests will be administered to all participants of the 16 hour workshop. Interviews and opinion surveys will be conducted to derive corrective-feedback during the course of the project.

Objective 3: A third party evaluator will be contracted to monitor and assess the total program.

COMMUNICATION:

Career-oriented phase elective-curriculum guides in certain subject areas for grades 8-12 will be developed and field tested prior to dissemination. Guides will be available in July 1976.

A slide-tape presentation with a narrative on the teacher-advisory system will be developed and available for showing by February 1976.

The 16 hour workshop will be held in October 1975.

Occupational Checklists on particular local jobs will be developed and available for dissemination by January 1976.

Materials, supplies, etc. in the form of a teacher advisory kit will be available for dissemination in July 1976.

The 6 month and final evaluation report and the above mentioned materials will be available for distribution (with U.S.O.E. approval) upon request for the cost of production and postage.

The final evaluation report will be sent to the all State Coordinators of Career Education.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	8-12 Students, Parents	
Type of Area Served:	Urban, Suburban, Rural	
Number of Persons Served:	8: 4,866	
	9-12: 8,125	
	Total: 12,991	
	Parents: 25,000	
	Teachers: 1,300	
	Community: 150	
Minority Groups Served:	Black: 25.6%	
Income Distribution:	Under $5,000	10%
	$5,000 - $9,999	36%
	$10,000 - $14,999	35%
	$15,000 - $19,999	10%
	$20,000 or more	9%
Special Populations:	Handicapped:	8%
	Gifted and Talented:	4%

Project: Comprehensive Career Education Project
University of Maine at Orono

Project Director: Dr. Charles W. Ryan
Professor of Education
Director of Research
Coordinating Unit
College of Education
University of Maine at Orono
Orono, Maine 04473
(207) 581-7463

Grant Award from Career Education Program for 1975-76:
$140,768.

Grant No. G007502355

Participating Institutions: State Department of Education and Social Services, Augusta, Maine
Bangor School Department
South Portland School Department

MAJOR OBJECTIVES:

1. The major objective of this project is to demonstrate methods and techniques for installing a comprehensive career education model in Maine. Procedures and techniques which blend career education concepts with the existing curriculum plan in the Bangor Public Schools will be demonstrated. Staff personnel from the South Portland Public Schools will demonstrate techniques that were developed in Project REVAMP to selected personnel in the Bangor schools. These techniques are designed to facilitate career education, economic awareness, and improved decision making on the part of students grades K-12.

2. Procedures for initiating career education on the university/college campus will be demonstrated.

3. Procedures for initiating a Maine State Plan for Career Education will be demonstrated.

PROJECT ACTIVITIES:

To introduce the procedures and techniques blending career education with the existing curriculum in the Bangor Public Schools, a pilot project involving 35 classroom teachers will be implemented. These teachers will be given intensive training in career education methods. To assist the teachers involved in this project, 15 undergraduate interns and four graduate interns from the University of Maine at Orono will be utilized. Provision has also been made for continuous collaboration with several community agencies. Teachers selected for the project will be provided with workshops, seminars, courses, and in-class assistance. Classroom teachers from the South Portland Project REVAMP Career Education Program and other exemplary programs in the State will be utilized as demonstration teachers.

At the University of Maine, the undergraduate interns and graduate interns will be trained in career education concepts and methods through formal course work and in-service training. A series of planned workshops will provide University/college teacher educators with an introduction to the philosophy, content and methodology of career education. A special six-credit block course has been developed and will be taken by the 15 undergraduate and 4 graduate interns. The field-based experience in career education training will take place in the Bangor Public Schools.

To develop a state plan for career education, a state level advisory committee has been formed to facilitate state-wide implementation of career education. In addition, a project level advisory committee will be formed to provide direct liaison between the school, community, and University.

EVALUATION:

Objective 1: Evaluation in the Bangor Public Schools will be accomplished at various levels. At the student level, two experimental groups and two control groups will be set up. One experimental and one control group will receive both pre- and post-tests: one experimental and one control group will receive simply post-tests. Periodic tests will be given to students on units taught in relation to the performance objectives covered by the teachers. Feedback will thus be available both to the teacher and project director in relation to curriculum planning and development.

Objective 2: At the teacher level, a pre- and post-test control group design will measure both knowledge of process and content of career education by the experimental group of workshop teachers and a randomly selected control group of teachers. Attitudes toward career education will also be evaluated. Student evaluation of the project will be another criterion used as well as the self-evaluation of the selected teachers. Selected observation of the teachers during career education classes will be conducted by administration or project staff to judge the effectiveness of classroom presentations both at the beginning and end of the project year.

Objective 3: Additional evaluation techniques will include a cost benefit analysis based on input-output concepts; a project process audit employing the use of a management by objectives system to assist in maintaining the project schedule and identifying the various subproject and related programs; and the involvement of The Center for Vocational Education, The Ohio State University for evaluation service. This last mentioned evaluation resource will provide an independent third-party evaluation of the project's implementation and operation.

COMMUNICATION:

At the end of the project, the following materials will be available for dissemination:

1. A detailed State Career Education Plan and instructional materials for each element and component described in this proposal.
2. A comprehensive career education package including instrument methods and procedures.

3. Staff development modules for preparing teachers, administrators, guidance, and other educational personnel to provide leadership in developing and utilizing a curriculum-based career education model.

4. An implementation strategy and state/local management system that will enable school systems in Maine to implement the career education model without the use of Federal funds beyond the 2 years of this project.

5. Publication of a Maine State Plan for Career Education.

6. A set of career education video cassettes will be available to local education agencies wishing to initiate career education.

A series of planned workshops will provide university/college teacher educators an introduction to the philosophy, content, and methodology of career education. A total of 10 two-hour sessions will provide both didactic content and practical application. The Career Education Project Advisory Committee will be organized to coordinate the activities of government, service, civic, cultural, business, and industry organizations in the project area. General news releases will be made.

A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; University Juniors and Seniors; Teachers; Counselors; Administrators; Teacher Educators; Business/Industry Persons; Retired Persons	
Type of Area Served:	Urban	
Number of Persons Served:	K-6:	3,267
	7-9:	1,472
	10-12:	1,249
	Teachers:	35
	Counselors:	12
	Administrators:	6
	Retired Persons:	35
Minority Groups Served:	American Indian:	.006%
	Black:	.008%
	Asian American:	.005%
	Spanish Surnamed:	.002%
Special Populations:	Handicapped:	.021%

Project GIVE: Guidance in Vocation and Education
SAD #51 Cumberland Center, Maine 04021

Project Director: Roy Bagley
Career Education Office
SAD #51
Cumberland Center, Maine 04021
(207) 829-3343

Grant Award from Career Education Program for 1975-76:
$32,771.

Grant No. G007502238

Participating Institutions:
Maine State Administrative District (MSAD) #51 1975-76
Maine State Administrative District (MSAD) #15 1976-77
Yarmouth School Department 1976-77
Freeport School Department 1976-77
Falmouth School Department 1976-77

MAJOR OBJECTIVES:

1. To increase teacher knowledge and awareness of career alternatives related to academic disciplines.

2. To increase use of career education concepts in the curriculum K-12.

3. To demonstrate a career education model to participating institutions.

PROJECT ACTIVITIES:

During the early fall the project will conduct an in-service orientation program. The project will conduct monthly in-service programs introducing various career education programs and concepts, to include: Self incorporated grades 7-8; Field trip planning K-12; Woodworking 4-6; Bread and Butterflies 4-6; Magic Circle K-3; Focus on Self development K-6; Shadow 9-12; English and Career Education 7-12; Science and Career Education 7-12; Math and Career Education 7-12; Social Studies and Career Education 7-12; V.T.R. use in the Classroom K-12. The project will begin working on a career education guide in September. SAD #51 staff will advise project staff about the contents of the guide. Each grade level will meet and discuss goals. This will continue throughout the year with the guide completed by June 1, 1976.

The project will expand the resource list available to SAD #51 staff and coordinate field experience and guest speakers for participating staff. The project will keep staff aware of available resources through the weekly career program.

During the month of March the project staff will meet with area school districts to outline Project GIVE service. Plans will be made for 1976-77 school year.

EVALUATION:

A teacher survey was prepared by New Educational Directions, Crawfordsville, Indiana and Project GIVE staff. This survey was given to SAD #51 staff in March 1974 and again in March of 1975. This survey will be given to staff in March of 1976. The survey will be statistically compared to the other years to determine significant change. New Educational Directions will do the evaluation.

Objective 1: Section (1) of the survey has seven items that assess the extent to which the school is providing career education related activities and their attitudes toward those activities. Section (3) of the survey has nine items that assess the teachers' informational background for career education and their attitudes toward career education concepts.

Objective 2: Section (2) of the survey has fifteen items identifying the extent to which teachers in their instruction emphasize activities and concepts which are generally acknowledged as related to or are facets of career education concepts.

Objective 3: A record of meetings as well as results will be maintained by project staff. The career education plans for each school district involved will be part of the final report.

COMMUNICATION:

All materials developed will be available to anyone for the cost of printing and postage. All past reports as well as current reports are available. Field trip guidelines and shadow guidelines are presently available. The curriculum guide will be available in July 1976.

All school districts directly involved with the project will receive a copy of all materials free of charge. A summary of the final report will be sent free of charge to the eighty projects funded this year through the USOE and to each State coordinator by August 1976. The summary will be available to anyone for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: K-12 Students, Parents, Teachers

Type of Area Served: Rural

Number of Persons Served:

	Staff	Students
K-6:	45	1,000
7-8:	19	380
9-12:	35	560

Minority Group Served: (not available)

Income Distribution:

Based on 1969 income:	Cumberland	N.Y.
Under $5,000	10%	18%
$5,000 - $9,999	37%	44%
$10,000 - $14,999	31%	19%
$15,000 - $24,999	17%	18%
$25,000 or more	5%	1%

Special Populations:

Handicapped:	17%
Gifted and Talented:	2%

Project: Creating New Groups of Human Resources for Career Education Through Strengthening Linkages Within and Among Schools
Baltimore County Board of Education, Towson, Maryland

Project Director: Dr. Benjamin P. Ebersole
Office of Curriculum and Instructional Services
Baltimore County Board of Education
5901 North Charles Street
Towson, Maryland 21204
(301) 494-4034

Grant Award from Career Education Program for 1975-76:
$129,993.

Grant No. G007502299

Participating Institutions: Baltimore County Schools

MAJOR OBJECTIVES:

Overall Objective: To strengthen Baltimore County's educational program in five clusters of schools through leadership training programs and developing linkages within schools, among schools, and between schools and community.

1. To develop a corps of leaders from schools in five geographical areas with linkage strengthening as a goal.

2. To assist the corps to serve as implementing teams in initiating and executing career education within their schools.

3. To increase the relationship between school and community through a Business/Industry/Education institute for faculty members from the cluster schools.

4. To foster more immediate and school wide implementation through mini resource stations within each cluster school.

5. To utilize the leadership teams to enable each grade level and/or department to move toward fuller grade level and/or departmental implementation of Baltimore County's program of career education through the leadership of school teams.

6. To provide opportunities for staff to develop articulation among schools serving each other and to provide communication means that will lead toward planned utilization of human and material resources.

7. To explore and develop the most appropriate sequential linkage from one school level to another.

8. To identify and compile, for the use of other schools in the system, the procedures and materials found most effective for:
   a. fuller high school implementation
   b. fuller junior high school implementation
   c. fuller elementary implementation
   d. a sequential linkage in the career education program from one school level to another.

PROJECT ACTIVITIES:

Based on the geographical clustering of schools that was established in 1974-75 with the Business-Industry-Education Program for administrators, the project will utilize five modified geographical clusters with a senior high, a junior high and an elementary school identified in each cluster. The three schools will be a contiguous grouping that generally progressively feed each other. This grouping concept of 15 schools will be used throughout the project.

Within each junior high school and senior high school, there will be a Cluster Council composed of:

- A Humanities Team
- An Arts Team
- A Science Team
- A Special and Human Development Team
- A Counseling and Administration Team.

Each elementary school will have a team of grade representatives. These teams will form the cluster personnel to be trained and developed through the project. The cluster personnel (cluster council) will be responsible for disseminating the data to the departments of the school, for instructing in-school in-service, for fostering the in-school implementation, and for the needed linkage communication with the other schools in the cluster.

A two-day pre-school (August) workshop will be conducted to train one representative from each of the 15 cluster schools in managing and guiding the developmental activities within the respective schools. A series of six, one-day training and planning sessions will be held during the school year for one hundred eighty (180) cluster team members. The sessions will be sectionalized. A three-series Business-Industry Workshop will be conducted for thrity-six (36) teachers (two from each school) from the cluster schools.

Mini-career resource stations will be established in each of the cluster schools. Schools that have already received materials under TITLE II ESEA will receive $1,000 to update their materials.

A cluster aide will be employed to service each cluster. The aide will utilize the senior high school as home base. A project aide will be employed to be based in the county's career education office to assist in the project's execution.

A one-week post-school workshop will be held in June with one representative from each cluster school to compile an implementaion and linkage guide. The guide will be disseminated to the one hundred sixty schools in the system, to the Career Education Task Force of the Maryland State Department of Education, to N.I.E., to the USOE Career Education Office, and upon request to other local and national systems.

EVALUATION:

All evaluation undertaken will be done in conjunction with the Baltimore County Board of Education Office of Research currently coordinated by Dr. George Gabriel. A third party evaluator will be involved; however, the involvement will be coordinated through the Baltimore County Board of Education Office of Research. Evaluation data will be summarized under the auspices of the Board of Education of Baltimore County Research Office and if needed, the Office of Data Processing.

Objective 1: An assessment will be made of the career education activities of each school prior to the introduction of the incremental program. An analysis will be made of the number of teachers involved, the number of classes incorporating career education concepts, the kinds of activities, the number of community services and industry personnel invited to the school, the number of field trips taken, the number of school in-service sessions. The BIE Institute will be evaluated in conjunction with the business representatives. A one page questionnaire will be administered to the faculty to ascertain their use of the materials and their opinions in reference to the staff development and other involvement.

Objective 2: A random sampling pre- and post-career awareness survey will be administered to the students of the 15 schools involved in the project.

COMMUNICATION:

A career education staff exchange will be circulated among the program participants and will be available to other related persons. Information will be published in the Board of Education's news media. An implementation and linkage guide will be published and will be disseminated to the 160 schools in the system, to the Career Education Task Force, to the Maryland State Department of Education, to the USOE Career Education Office, and upon request to other local and national systems. A slide tape presentation will also be produced.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Teachers, Counselors, and Administrators
Type of Area Served:	Suburban area Two clusters are located in a highly industrial area where the majority of the parents are employed by Bethlehem Steel. One cluster is located in a highly populated area with a strong European ethnic influence and incomes mainly derived from blue collar positions. Large trailer parks exist within the area as well as sizeable numbers of inhabitants with Appalachian backgrounds.

Type of Area Served: (continued)	One cluster borders upon farm land and is less densely populated. The fifth cluster embraces an area with a high percentage of college attendance, higher income brackets and a diversity of occupational influences.
Number of Persons Served:	Five K-12 Schools Five Middle/Junior High Schools Five Senior High Schools Total Population: 16,000
Minority Groups Served:	Black: 5% Other: 2%
Income Distribution:	Information not available
Special Populations:	Gifted: 5% Handicapped: 5%

Project: Regional Coordination & Support System for Career Development
Michigan State Department of Education

Project Director: James Mahrt
Career Development Unit
Michigan State Department
of Education
Box 928
Lansing, Michigan 48904
(517) 373-3370

Grant Award from Career Education Program for 1975-76:
$200,000.

Grant No. G00752399

Participating Institutions:
Michigan State Department of Education
Branch Intermediate School District
Calhoun Intermediate School District
Cass Intermediate School District
Charlevoix-Emmet Intermediate School District
Cheboygan-Otsego-Presque Isle Intermediate School District
Delta-Schoolcraft Intermediate School District
Genesee Intermediate School District
Kalamazoo Intermediate School District
Kent Intermediate School District
Macomb Intermediate School District
Menominee Intermediate School District
St. Joseph Intermediate School District

MAJOR OBJECTIVES:

1. Teachers in participating districts will design and implement career education activities into the existing curriculum by utilizing an infusion process.

2. Counselors in participating schools will design and implement career education activities in cooperation with teachers, independently and/or with other staff or community members.

3. Teachers, counselors, and other appropriate staff members will participate in in-service programs designed to increase their career development skills in organizing, facilitating, and delivering career development outcomes to students.

4. Regional and local career education personnel will utilize needs assessment and goal-setting processes to identify comprehensive career education program goals.

5. Regional and local career education personnel will facilitate career education planning efforts through model planning efforts and supportive planning in-service.

PROJECT ACTIVITIES:

To help teachers in participating districts design and implement career education activities that can be infused into the existing curriculum, local career education leaders will train teachers to use a step-by-step curriculum development process that delivers both academic and career development content at the same time. A workshop will be utilized to train teachers to use these materials.

To help counselors in participating districts design and implement career education activities, project personnel will use a process guide for oganizing career guidance. This guide is currently under development by the Michigan Department of Education and will be pilot-tested with project personnel during August-November 1975. An in-service workshop which will train local counselors to implement the guide will be held during August 1975. Follow-up sessions to the workshop are planned.

Local counselors and teachers will increase their awareness and understanding of career education and increase their implementation skills by participating in training workshops and by consultant training in selected areas.

Local districts will utilize Michigan Department of Education process materials to develop a local needs assessment for career education. As part of this process local district steering and advisory committees will establish and prioritize career education goals.

Local districts will utilize local and state level materials to carry out planning for the organization and implementation of career education. In order to accomplish this, project leaders will develop a step-by-step process that local districts can use to complete their career education plans.

EVALUATION:

Objective 1: Participating teachers will be pre-tested with a state level instrument and post-tested after completing the workshop. Further, records will be kept of the career education activities which are developed and actually implemented. Key evaluation variables include gain in concept knowledge, number of activities designed and number of activities tested.

Objective 2: Following an in-service workshop, counselors will carry out specific process steps. The materials will be evaluated on the basis of how well counselors can follow the suggested procedures. Other significant staff members in the pilot test settings will be requested to rate counselors on the degree to which they carry out suggested activities.

Career Education skills will be measured by achievement criterion referenced objectives, both in knowledge and demonstrated performance. Attainment of career education goal development will be evidenced by adoption by local school boards, community groups and the professional staff association. Attainment of planning objectives will be measured by the number of plans which are completed accurately and thoroughly and accepted by the Career Education Planning District.

COMMUNICATION:

Materials and procedures which are developed by individual project sites will be presented and shared at monthly project coordination sessions.

Other anticipated products of this project include model and completed local district career education plans, a process guide for career guidance, guidelines for organizing and implementing an occupational information system, completed planning outlines for career development activities, and guidelines for organizing a regional support system for career education. These products, available by June 1976 may be obtained from the project director.

A final evaluation report will also be shared with interested parties.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Parents
Type of Area Served:	Urban, Rural
Number of Persons Served:	K-6: 75 teachers (2,000 students) 7-9: 75 teachers (2,000 students) 10-12: 150 teachers (4,000 students) Parents: 200
Minority Groups Served:	N/A
Income Distribution:	N/A
Special Populations:	Handicapped: 5%

Project: A Career Education Model Plan for Effecting Incremental Change in a Local School System
Independent School District #623, St. Paul, Minnesota

Project Director: Dr. Arland N. Benson
Roseville Area Schools
Independent School District #623
Fairview Junior High School
1910 West County Road B
Room 600
St. Paul, Minnesota 55113
(612) 633-8150 Ext. 43

Grant Award from Career Education Program for 1975-76:
$105,188.

Grant No. G007503738

Participating Institution: Independent School District #623

MAJOR OBJECTIVES:

1. To develop a positive awareness of career education on the part of the school staff. The initial target population will include at least 1/6 of the secondary staff (approximately 70 persons).

2. To develop greater communication and trust between various school and community groups.

3. To develop teaching and youth advising skills in the areas of student outcome objectives with at least 1/6 of the school staff.

4. To implement a positive self-concept with awareness of personal characteristics as they relate to career roles. The intial target will include at least 360 secondary students.

5. To apply decision-making skills to personal life planning (360 secondary students).

PROJECT ACTIVITIES:

Activities Supporting Objectives 1, 2 and 3. (Staff Development)

1. The project staff will present a general awareness program to all of the five secondary buildings and to various community groups.

2. A 10-hour short course for educators and community members will be offered at least twice during the 1975-76 school year.

3. A four-credit workshop will be offered to all of the professional and para-professional staff and community adults. The course will be divided into a two-credit general course and two-credit options selected from the following areas: (a) Student-Centered Career Maturity Measurement; (b) Advisor Skills; (c) Group Leadership Skills; and (d) Shared Decision Making.

4. School-Community visitations and exchanges will be offered to at least 60 school and community persons.

5. A 2 to 4-week internship in a different setting will also be provided for 10 to 20 persons.

Activities Supporting Objectives 4 and 5. (Student Development)

1. At least 4 of the 12 secondary subject area departments will develop, field test, and disseminate 15 mini-units per department (approximately 100 career education class lessons per department).

2. At least 60 students will be involved with their teachers in mutually selecting one product example for each of the broad objectives of career education to be placed in the student's school record. The students will be able to react and contribute to their school records through a system of convenient access.

3. Three of the secondary schools will have a career education resource center available to all students and staff.

EVALUATION:

For Objectives 1, 2 and 3 (Staff): A staff attitude survey and knowledge test - administered pre and post.

For Objectives 4 and 5 (Students): Sections of the Crites Maturity Inventory pre- and post-administered. A criterion reference test administered to students involved in the field testing of curriculum materials. An individual case study approach will be used to measure the career maturity of a sample of 60 students.

COMMUNICATION:

Four subject area curriculum packages will be developed and available on a cost recovery basis.

A sound-slide presentation will be available along with staff consultants on a cost recovery basis by March 1, 1976.

A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	7-12 Students		
Type of Area Served:	Suburban		
Number of Persons Served:	Grades 7-9	180	
	Grades 10-12:	180	
	Parents	200	
	Staff and Community:	150	
Minority Groups Served:	American Indian	.21%	
	Black	.75%	
	Oriental	.9%	
	Spanish Surname	.52%	
Income Distribution:	Under $5,000		6.8%
	$5,000 - $9,999		20.6%
	$10,000 - $14,999		34.0%
	$15,000 - $25,000		30.2%
	$25,000 - $50,000		7.8%
	$50,000 & above		.6%
Special Populations:	Handicapped: 10.33%		

Project: Greenwood Career Education Project
Greenwood, Mississippi

Project Director: Mrs. Helen T. Allen, Director
Greenwood Career Education Project
Greenwood Municipal Separate School District
P. O. Box 1497
Greenwood, Mississippi 38930
(601) 453-3252

Grant Award from Career Education Program for 1975-76:
$78,894.

Grant No. G007502317

Participating Institutions: Greenwood Schools

MAJOR OBJECTIVES:

1. To provide a career education staff to conduct career education in-service with administrators and teachers.

2. To expand and improve the career education program, grades 1-8.

3. To develop and implement a career education program for grades 9-12, establish a resource center for grades 9-12, develop career curriculum guides for grades 9-12.

4. To provide continuous evaluation.

5. To develop plans for the continuance of the Greenwood Career Project.

PROJECT ACTIVITIES:

Staff - A director and two career coordinators have been employed to work full time with the instructional staff and the community. Two clerical workers complete the staff.

In-Service - Career education training for our staff has been planned during a general faculty meeting and scheduled individual school meetings. Many contacts have been made with teachers who have previously participated in workshops. Outside consultants will be used. Staff members will have an opportunity to look over and requisition available career resources.

Career Education, Grades 1-8 - A full time elementary career coordinator will work to assist teachers in developing activities to relate subject matter to career concepts and objectives. Numerous multi-media, multi-level career materials are available. Community resources will be widely used.

Career Education, Grades 9-12 - One full time High School Career Education Coordinator has been employed. Career exploration and preparation activities will provide students with positive educational motivation. Performance based instruction will feature occupational-like tasks.

Career Education Resource Center, Grades 9-12 - The most up-to-date multi-level, multi-media career materials will be available for teacher and individual student use. This will be the hub around which the world of work learning experiences revolve. Mini-centers will be established in classrooms conducting special career research. Lists of materials will be distributed to all teachers.

Career Curriculum Guides, Grades 9-12 - Career education activities successfully used with students will be incorporated into units of study and printed for distribution. The U.S. Office of Education Career Clusters will supply the guide for organizing the numerous jobs.

Continuance of the Project - Quality incremental improvements provided by this proposed Greenwood Career Project should result in a decreased drop-out rate. Three full-time staff members will be working directly with teachers and students. Pupils will benefit from increased individual counseling, from self-study using a variety of media, and from early career selection, career preparation, and eventual job placement.

EVALUATION:

Objective 1: The third party evaluation will focus upon:

1. The extent to which project goals were fullfilled.
2. Observed teacher competencies.
3. Effectiveness of the operational plan.
4. The documented evidence of the use of project-purchased resources.
5. The examination of project-developed materials.
6. The observation of the outcome of the project.
7. Defining results from pupil statistics.

The selected evaluators will meet with project personnel to discuss problems, accomplishments, and deficiencies of the project. Instruments for further evaluation will be designed by the evaluators.

Objective 2: A pre-test for all teachers, Teacher - Career Self-Analysis, designed by the Research Coordinating Unit, Mississippi State University, will be given during the third week of school. This instrument has a reliability factor of .9. out of a possible 1.00. Results will be scored and the data reported and compared with the post-test given during the ninth month of the project.

Objective 3: Elementary school students will be observed and systematic judgments of the effectiveness of the career program will be made. Behavior modifications, such as increased social participation, decision-making skills, improved vocational choices, and greater self-understanding, will be documented. Instruments will be developed to collect the data.

For an evaluation of selected students, Attitudes Toward Careers and Knowledge About Careers will be given to 100 students in the fourth grade, 100 students in the seventh grade, and 100 students in the tenth grade.

On October 28th and 29th, all students in the ninth grade will be given the Career Maturity Inventory by Dr. John O. Crites, marketed by McGraw-Hill. Test results will provide an overall measure of attitudinal statements in five clusters--involvement in the career choices process, orientation toward work, independence in decision-making, preference for career choice factors, and conception of the career choice process.

The tenth graders will be given the Kuder Form E, General Interest Survey, on October 7 and 8. This evaluation instrument will measure the pupils' degree of preference for activities in several job families. The individual profile sheet will help the student interpret his scores and direct him to vocational areas related to his interests. This will be incorporated into his cumulative folder and will be used as a reference for intensified guidance and counseling.

Three hundred eleventh graders will be given the Kuder Form DD, Occupational Interest Survey, on September 30th and October 1st. Student preferences will be identified and requirements for educational preparation and skill training will be researched. Using all available school and community resources, each student will research an occupation. Project data will include the titles of all the jobs students have chosen to learn about.

Objective 4: Individual and group arrangements will be made for students to visit work places. Job observation, job development, and job placement activities will be reported.

COMMUNICATION:

Information articles on the Greenwood Career Education Project will be included in the local daily newspaper. A news release about the project funding has appeared and a picture feature will be included in the Back-to-School Issue.

A six-page brochure has been given to each member of the instructional staff. This was prepared on the Greenwood Career Project and will be used as a guide for self study.

A Career Education Resource Guide, Grades 9-12, will be developed and distributed.

Arrangements are being made for the career staff to conduct a career education program for several civic clubs.

Plans include getting our local TV station to show a color film on some phase of our career program.

Information is being gathered for establishing a volunteer Career Advisory Council. Members of this committee will assist in communicating the goals and objectives of the Greenwood Career Education Project to the business-industry world.

During the year, many mini-workshops for teachers will be held to plan for career activities for all students.

A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Staff
Type of Area Served:	Small Town
Number of Persons Served:	Students: 4,061
	Staff: 246
Minority Groups Served:	American Indian: .02%
	Black: 58.7%
	Oriental: .3%
	Spanish Surname: .18%

Income Distribution:	Under $5,000	60%
	$5,000 - $9,999	25%
	$10,000 - $14,999	15%
	$15,000 - $19,999	3%
	$20,000 or more	2%
Special Populations:	Handicapped: 8%	
	Gifted and Talented: 5%	

Project: Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12
Winona Municipal Separate School District, Winona, Mississippi

Project Director: Robert E. Weathersby
Career Education Department
Winona Municipal Separate
School District
311 Fairground Street
Winona, Mississippi 38967
(601) 283-3112

Grant Award from Career Education Program for 1975-76:
$47,000.

Grant No. G007502315

Participating Institution: Winona Municipal Separate School District

MAJOR OBJECTIVES:

1. Students in grades 1-12 in the Winona School District will:
   a. acquire increased knowledge of a wide variety of occupations.
   b. develop an increased awareness of personal interests, attitudes, and values as related to the world of work.
   c. identify educational, social, and economic implications of preparing for and entering various occupations.

2. All teachers in the Winona School System will develop an improved understanding of and increased involvement in the career education concept.

3. Parents of students in the Winona School System will develop an improved understanding of and increased involvement in the career education concept.

4. Members of the business and industry community in Winona will develop an improved understanding of and increased involvement in the career education concept.

PROJECT ACTIVITIES:

Numerous activities will be implemented to accomplish the first objective. The major activities to be used include the following: classroom infusion in which teachers in each subject matter area will infuse career information and practical occupational tasks which relate directly to subject matter; resource speakers and field trips; work simulation in which students will perform job tasks within the school setting; role playing and value clarification activities; mini-units in which students will explore self in relation to tentative career choices; work experience program in which students will be placed on job sites related to their personal interests and tentative career plans.

In-service training sessions will be provided for the entire faculty throughout the school year. During the first month of school all teachers will be required to complete a staff-developed mini-unit including exercises designed to make the teachers more familiar with available material, the career education concept, and to provide practice in planning career related learning experiences. In addition to this, the career staff will provide intensive, small group training sessions with the teachers in the fall and spring. Individual meetings will, also, be held between each teacher and the career coordinator a minimum of two times during each 6-week period for planning special activities.

During the first month of school, letters will be sent to each parent explaining the career concept and soliciting their support. Parents will be asked to serve as resource speakers and chaperones. An Advisory Council will be formed consisting of parents, administrators, faculty members, and business and industry leaders and will be involved in planning projects, suggesting activities, participating in school programs, and contacting members of the community for participation in activities.

Business and industry leaders will be contacted individually by the career staff. The career education concept will be explained and the community workers will be asked to participate as resource speakers and to locate field trip sites and job sites for the work experience program. A select group of workers will be asked to serve on an Advisory Council.

EVALUATION:

Objective 1: Plans are being made to work closely with the Research/Curriculum Unit at Mississippi State University in all phases of evaluation. Students will be given an instrument developed by the R/CU at the elementary, junior high, and high school levels to determine their knowledge of careers and their attitudes toward the world of work. This instrument will be given during the last month of school, and students at a school in the area will be used as a control group. Plans are being made to use the Career Maturity Inventory at the junior high level. Records will be kept of all student activities during the year to supplement the test data.

Objective 2: An instrument will be given to all teachers during the final month of school to determine teacher awareness and attitude toward career education. A control group consisting of teachers at a nearby school will be tested for statistical comparison.

Objective 3: Records will be kept of parent and community participation in the project, and a comparison of participation rates will be made for the first month and last month of school.

COMMUNICATION:

Coordinators and other school personnel will be available for programs describing the career concept to civic clubs, business clubs, and other schools in the area.

Dissemination efforts will focus upon the development of materials and activitiy packets which can be utilized by any school system attempting to implement the career education concept. These materials will be duplicated and

submitted to the ERIC Clearinghouse for Career Education and the Mississippi Research and Curriculum Unit. In addition, samples of project materials will be made available to other career educators at national, regional and state conferences and upon request when feasible.

Examples of the types of materials which will be developed include (will be available June 30, 1976): in-service education mini-unit, decision-making activities, work simulation packets, curriculum guides, and project description.

A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Parents; Teachers; Counselors; Administrators; Aides		
Type of Area Served:	Rural; Small Town		
Number of Persons Served:	K-6:	729	
	7-9:	391	
	10-12:	276	
	Parents:	2,500	
	Teachers:	65	
	Counselors:	1	
	Administrators:	5	
	Aides:	20	
Minority Groups Served:	Black: 50%		
Income Distribution:	Under $5,000		70%
	$5,000 - $9,999		29%
	$10,000 - $14,999		1%

Project ICE: Implementing Career Educatior
St. Louis Public Schools, St. Louis, Missouri

Project Director: Mrs. Marie B. Burrow
Career Education Office
St. Louis Public Schools
1517 South Theresa Avenue
St. Louis, Missouri 63104
(314) 865-4550 Ext. 59

Grant Award from Career Education Program for 1975-76:
$175,000.

Grant No. G007502293

Participating Institutions: St. Louis Public Schools

MAJOR OBJECTIVES:

1. To in-service elementary teachers for implementing the Career Education Guide which will impact elementary students of St. Louis.

2. To develop a high school Career Education Curriculum Guide in the areas of communication skills, social studies, mathematics, and science to be distributed throughout the local school system.

3. To develop a Community Learning Resource Guide for teachers to use for planning field experiences for students and for making requests from an established speakers bureau for in-school activities.

4. To expand the community involvement in the career education project through utilization of the Community Advisory Council so as to: Assure a continuing link between business, community groups and the project; bring all community resources into the publication of the Curriculum Resource Guide to be used throughout the St. Louis Public Schools.

PROJECT ACTIVITIES:

During the early fall of 1975 the Teacher In-Service Staff (Elementary) will provide leadership for coordinating the career education program city-wide and be responsible for program development so that teachers can help students.

The in-service sessions will be geared to providing teachers with the information and skills needed to implement the elementary career education curriculum units. These units were developed and disseminated to each teacher in the St. Louis Public Schools, 1974-1975. The format of these sessions will be based upon the premise that each student needs to explore in a systematic way the various possibilities open to her/him as she/he progresses through the grades, looking toward the time when she/he enters the work world and is expected to make decisions regarding career options. Training will provide ways by which

teachers can teach learners to: Engage in occupational exploratory activities; discuss personal and social factors that influence job success; select appropriate occupational preparation needed for entry level employment; show how aptitudes, abilities, interests, values, and physical characteristics are related to career choice, and how present realities and developing trends in economic opportunities relate to one's occupational interests and goals.

The Curriculum Development Staff (Secondary) will begin early in the fall of 1975 to provide leadership for writing lessions which infuse career education into selected communication skills, social studies, mathematics and science courses. This year the project will involve directly only two pilot schools. However, the staff will be responsible for an orientation in-service session to apprise counselors, teachers, and department heads of all high schools of the developmental program being designed to expand career education into the secondary levels. Other dissemination meetings will be designed involving the two pilot schools. Sharing of and feedback on curriculum units as well as all other aspects of this program, for support and reinforcement Career Education Curriculum Guide. The secondary Career Education Curriculum Guide will be completed June 1976.

A Resource Coordinator will examine existing community resources during the fall of 1975. New resources, not currently utilized by the schools, will be uncovered. A listing of these resources will be compiled into a Career Education Community Learning Resource Guide. All new materials, field trips, and programs available to the schools will be described in writing and fed back into the school system. The spring of 1976 will see the project staff completing the Community Learning Resource Guide. This reference will be published and disseminated simultaneously with the secondary Career Education Curriculum Guide.

The Career Education Community Advisory Council is a major component of the career education project. This council will build career education awareness, inform the community about career education, and provide the school system with access to resources of the community. This council will work closely with the Resource Coordinator to make a complete list of career education resources such as, speakers, lecturers, places to visit, service opportunities, etc. in the Greater St. Louis Metropolitan Area. This list will be included in the Career Education Community REsource Learning Guide.

EVALUATION:

Objective 1: Teacher In-service will be observed directly by the evaluation and will be evaluated through appropriate pre- and post-workshop surveys, follow-up interviews, and in-class observations. Students' attainments in career awareness, career knowledge, and appropriate self-concepts and attitudes will be measured through application of pre- and post-tests, Orientation to Career Concepts Series and Student Attitude Scale (appropriate forms by grades).

Objective 2: Implementation of career education curricula will be measured by teacher self-report checklogs and in-service observations to be made by the evaluator on a random sample basis, and recorded on observation scale designed for this project.

Objective 3: A log will be designed for this phase of the project by the evaluator, and it will be maintained by the Resource Coordinator. Baseline information will be secured through noting the community resources (by number and by form) available to the schools prior to and following intervention by the project. The evaluator will design an appropriate interview schedule and will conduct interviews with an appropriate sample of community business, industry, and professional persons, as well as parents of students enrolled in the schools.

Objective 4: The product evaluation will prepare a narrative report on the process, organizational structure and activities of the council. This report will indicate the degree to which the council met its objectives and show which techniques and procedures were most conducive to reaching the goals.

COMMUNICATION:

Effective communication will be an important and continuous goal of this career education project. The total school system and community will be reached through (1) career education newsletters, (2) local newspapers, (3) a city-wide school publication, "School and Home," (4) radio, and (5) television. Effective communication will facilitate growth of career education support and will allow feedback which provides an excellent vehicle for program development.

A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: K-8 Teachers/Students
9-12 Teachers/Students (two pilot schools)

Type of Area Served: Urban

Number of Persons Served:

K-8:	Students	65,000
	Teachers/Counselors	1,976
9-12:	Students	3,900
	Teachers/Counselors	155

Minority Groups Served: Black: 70%

Income Distribution:

Under $5,000	26%
$5,000 - $9,999	37%
$10,000 - $14,999	24%
$15,000 - $24,999	11%
$25,000 or more	2%

Special Populations: Handicapped (elementary): 3%
Gifted and Talented (elementary): 1%

Project: Career Education Project
Newark Public School, Newark, New Jersey

Project Director: Mrs. Geraldine T. Uzzell
Practical Arts Department
Newark Board of Education
2 Cedar Street
Newark, New Jersey 07102
(201) 733-7191

Grant Award for Career Education Program for 1975-76:
$131,628.00

Grant No. G007502350

Participating Institutions:
Jersey City State College
Kean College of New Jersey
Center for Education Experimentation and Demonstration (Project COED)

MAJOR OBJECTIVES:

1. Students in grades K-12 will become aware of the many career fields and be provided with "hands-on" activities relating to those areas.

2. Parents, businesses, and the community will serve as a resource for the career education project.

3. Students at the senior high level will be given an opportunity to gain experience through part-time employment or in the Community Service Program for school credits.

PROJECT ACTIVITIES:

Teachers of grades K-6 will provide students with an opportunity to incorporate and integrate many "hands-on" career related activities into the existing curriculum so that subject areas, especially reading and mathematics, become more relevant. At the junior high level, students will be cycled through six career areas and have an opportunity to explore, manipulate, and experiment in many career oriented activities. Students at the senior high level will receive career information, exposure, and experience in various career fields. Inservice activities will be provided for teachers in the career site schools.

Media will be a major thrust in our project. Plans to disseminate information about our project will be our main thrust. A self-evaluation will be continuous for the success of our project

EVALUATION:

Objective 1: Self-Evaluation: Three forms were developed and will be revised for the next school term.

Objective 2: Assessment instruments will be used at the junior and senior levels: The Career Maturity Inventory: Attitude Scale; California Occupational Preference Survey (COPS)

COMMUNICATION:

The Career Education Newsletter will be published monthly and will be mailed to interested persons or organizations for the cost of printing and postage.

Various activities and assistance will be shared with other projects upon request.

A final evaluation report of the project will be distributed to all Career Education Coordinators in August 1976, upon request, for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students		
Type of Area Served:	Urban		
Number of Persons Served:	K-6	1,300	
	7-9	600	
	10-12:	2,000	
Minority Groups Served:	Black: 95%		
	Puerto Rican: 5%		
Income Distribution:	Under $5,000		35%
	$5,000-9,999		45%
	$10,000-14,999		15%
	$15,000-19,999		5%

Project: K-12 Career Education Program
Franklin Township Public Schools, Somerset, New Jersey

Project Director: Dr. Charles G. Herger
Career Education Office
Franklin Township Public Schools
One Railroad Avenue
Somerset, New Jersey 08873
(201) 844-3500 Ext. 226

Grant Award from Career Education Program for 1975-76: $89,999.

Grant No. G007503733

Participating Institutions: Franklin Township Public Schools

MAJOR OBJECTIVE:

To provide incremental improvements in an established Career Education Program by:

A) Developing a higher level of cummunity understanding and participation,
B) Improving staff training and understanding,
C) Implementing a career decision-search service for students,
D) Establishing a student placement service staffed by professionals and students, and
E) Strengthening various elements of current program.

PROJECT ACTIVITIES:

A series of citizen advisory councils will be formed to provide community input. Presentations will be given at various community group meetings to elicit community support and participation in the program.

Staff training will be implemented in a multifaceted effort that includes:

1. Concept dissemination and development activities; i.e., in-service sessions, formation of staff advisory committees, formation of development teams, site visitations, district conferences.

2. University-based activities; i.e., a series of career education activities offering graduate credit will be made available in the district to district personnel with tuition costs borne by the district.

3. Staff resource utilization activities; i.e., a series of activities will be implemented to familiarize staff with local, county and state career education resources.

A career decision-search service for students will be implemented that combines various guidance activities. The heart of this service will be a computerized student data and occupational information bank.

A student placement service will be developed and staffed by students and guidance counselors. Multiple efforts designed to strengthen elements already in the program will be implemented.

EVALUATION:

The main thrust of the evaluation will be directed at those areas of the Career Education Program that reflect the incremental improvements funded by the Career Education Office. The following evaluation methodologies will be utilized:

Objective 1: Community understanding and participation objective: A questionnaire will be developed by an outside consultant for pre- and post-random testing of area residents. A locally developed evaluation sheet for participants of the advisory counsils will be administered.

Objective 2: Improve staff training objectives: A locally developed instrument will be administered at the beginning of the first in-service and after the second in-service meeting.

Objective 3: Incremental improvements and implementation of a career decision-search service objective: Effectiveness evaluated by a team of external consultants utilizing USOE site visits report format, a questionnaire randomly administered (pre- and post-) to students in grades 7-12.

Objective 4: Student Placement Service Objective: A locally developed rating scale will be developed to measure student perception of appropriateness of placement to career goals; placement rate will be compared to regional rates.

Objective 5: Additional evaluation will be supplied as appropriate upon recommendation of third party evaluator.

COMMUNICATION:

Quarterly reports as well as copies of materials developed will be sent to all State Career Education Coordinators. In addition, all county level coordinators will receive the quarterly reports and copies of materials developed. Any requests for this information and material will be made available to any other interested person for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Staff, Community Residents	
Type of area served:	Urban/Suburban	
Number of Persons Served:	K-6:	3,312
	7-8:	1,074
	9-12:	1,742
	Staff:	440
	Community:	33,000
Minority students served:	30% Black:	
	1.6% Other:	
Minority students served:	Under $5,000	3%
	$5,000-9,999	13%
	$10,000-$14,999	31%
	$15,000-$24,999	46%
	$25,000 or more	7%

Project: New York State Consortium for Career Education
New York State Education Department, Albany, New York

Project Director: Dr. Gordon E. Van Hooft
Director, Division of Curriculum Development
New York State Education Department
Albany, New York 12234
(518) 474-5897

Grant Award from Career Education Program for 1975-76:
$297,752.

Grant No. G007502353

Participating Institutions:
Allegany County Board of Cooperative Educational Services (BOCES)
Erie County BOCES #1 and #2
Orlenas-Niagara Counties BOCES
Rockland County BOCES
East Aurora School District Career Motivation Project (Guidance)
Rural Districts' Career Concept Focus Plan (Candor Odessa-Montour, Spencer-Van Etten)
Syracuse City School District's Life Centered Curriculum Program (K-6)
New York Stage Education Department

MAJOR OBJECTIVES:

1. By September 1975, the consortia school districts will initiate activities to expand their career education programs in terms of: services to more students, services to more teachers, better and broader offerings for infusion into ongoing programs, increased use of appropriate community resources and occupational educational program, and improved articulation with postsecondary employment and/or educational programs.

2. By April 1976, six programs will have been validated and one will have started validation procedures.

3. By June 1976, all school districts in New York State will be informed of the career education model programs, and dissemination packages will be developed, resource personnel identified, and incentives made available to facilitate diffusion from the models to other districts in the state.

PROJECT ACTIVITIES:

Each participating local school district or BOCES of the State Consortium was selected from over 30 previously funded and ongoing projects to serve as demonstration projects which could expand their program, revise and refine their products and processes, prepare for and undergo validation, and subsequently provide materials resource persons and other assistance for dissemination.

The four BOCES and the Rural Districts will carry out a wide range of similar activities. In these multi-district operations, project personnel will be involved in activities such as developing surveys and collecting data; developing or refining guidelines; recruiting and convening teacher teams to revise and/or refine curriculum materials; conducting workshops for administrators, organizing and conducting inservice programs for teachers and counselors; teaching demonstration lessons; determining objectives to be validated and carrying out validation application activities and subsequent validation tasks; and providing materials, resource persons, and process guides to one BOCES that is serving in part as an adopter model for dissemination. The activities in the Syracuse project include most of the above as well as major steps to effect improvement in the units that have been prepared for the Life Centered Curriculum Program (LCCP) for elementary grades prior to validating the objectives, procedures and materials for the program. Similarly, the East Aurora Career Motivation Project (CMP) materials are undergoing revision and refinement prior to validation, and supportive CMP workshops for guidance counselors in both Consortium schools and others will be conducted.

The State Education Department is providing 3- or 4-member Support Teams for each Consortium BOCES or district, providing evaluative services, coordinating and conducting the validation, and establishing communication and dissemination networks among Consortium members and between them and all school districts in the state.

EVALUATION:

Arrangements have been made at the state level to conduct an independent third-party evaluation of the project as a whole in terms of the three major objectives. Because of the difference in nature of the seven different demonstration projects, individual evaluation plans have also been developed for each of the Consortium projects. This activity began with the inception of the activity to guarantee that initial base line data would be available. In addition, the major emphasis on the validation objective requires procedures that go beyond usual evaluation procedures to provide additional data required prior to dissemination.

COMMUNICATION:

A variety of products will result, many of which will have been validated. These will include the CMP guidance packaet, the LCCP units, process guides, curriculum materials, resource lists, and general informational-promotional materials. As indicated by the third objective, major dissemination to districts outside the Consortium will follow validation. The operational plan, however, includes steps during the year to develop and distribute a variety of materials statewide and to conduct a series of regional conferences and workshops. Dates will be established at the convenience of the institutions conducting the meetings. A final evaluation report will be sent to the 56 State Career Education Coordinators.

In general, (because of the validation timetable) major dissemination packages or other materials will not be available until after September 1976.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Teachers; Counselors; Administrators; Parents; Business/ Industry; Labor
Type of Area Served:	Rural, Suburban, Urban
Number of Persons Served:	Students: k-12 100,000 Teachers 4,500 Administrators 200 Counselors 3000
Minority Groups Served:	Black 10 % (Syracuse 30%) Spanish-Surnamed 1 % American Indian and Oriental .5%
Income Distribution:	Not available
Special Population:	Handicapped 5% Gifted and Talented 5%

Project: DECEM District Eleven Career Education Model
Bronx, New York

Project Director: Mrs. Winell Thomas
Community School District 11
71 Metropolitan Oval
Bronx, New York 10462
(212) 654-2086

Grant Award from Career Education Program for 1975-76:
$170,000

Grant No. G007503732

Participating Institutions: Eleven Elementary Schools
One Junior High School
One Senior High School

MAJOR OBJECTIVES:

1. Staff Development: Administrators, teachers, librarians, guidance counselors, and career education aides will demonstrate an increasing awareness, understanding, and support for career education for students in grades K-12 in District 11.

2. Program Development: Teachers will develop and field test new classroom activities in career education during 1975-76. Activities will be diverse in terms of approach and teaching strategies and in terms of the target population, including non-English children, special education classes, and other specialized classes.

3. Communication: Each participating school will develop a communications systems between the school and parents, community, and industry to enlist cooperation and generate enthusiasm for career education.

4. Planning and Evaluation: Community School District 11 will develop a planning and evaluation mechanism for career education with input from students, administrators and other school personnel, parents, business, industry, and local colleges and universities, to insure quality education for its students.

5. Student Outcomes: As a result of career education infusion activities, students in each of the 13 participating schools will demonstrate their knowledge about the many clusters in the world of work in terms of their interests and abilities.

PROJECT ACTIVITIES:

During the summer and fall of 1975 and spring of 1976, one day orientation and training sessions will be held for administrators, teachers, librarians, and guidance counselors to assist each category of school personnel in their various roles in

infusing career education into the instructional program for students. During September 1975, there will be a one week training session for career education aides who will act as support personnel for classroom teachers. In-service training will continue weekly through June 1976.

During the 1975-76 school year, teachers will develop and use various infusion techniques for career education activities. These techniques will include school-wide projects, class projects, specially prepared lesson plans, field trips, speakers, bulletin board displays, and role playing. Materials used for instruction will include books and audio-visual materials obtainable in the school career education resource centers or the district resource center. (Each participating school will establish a resource center in the fall of 1975.)

There will be a major effort to involve parents and the community of District #11 in the career education program. Contact will be made through parent association meetings, class parent meetings, parent workshops, and direct contacts with businesses. By October 1975, a community resource file will be developed for local field trips, and a parent resource file will be developed for teachers' reference and use in obtaining speakers and setting up field trips. Information concerning the career education program in each school will be disseminated through the school news letter and by reports given at faculty and grade conferences by project, staff, and members of the Teachers' Advisory Committee.

By October 1975, a Teachers Advisory Committee will be established and will meet quarterly in October, December, February, and May. This committee will evaluate career education activities and prepare materials on an ongoing basis and will plan for new career education training and program development.

By January 1976 each school in the project will establish a steering committee for career education including representatives from the students, parents, teachers, community and business.

EVALUATION:

Objective 1: Specially prepared questionnaires will be developed collaboratively by the district researcher and the project director and administered before and after training sessions. Administrators and other school personnel will express their assessment of the effectiveness of training activities.

Objective 2: Teachers will submit quarterly logs of career education activities which will enable the project staff and the district researcher to explore the frequency, diversity, and quality of career education activities within participating classrooms.

Random samplings of students' work will be collected for the resource center. Other student activities will be documented by means of photographs, slides, cassette presentations, video tape, and news publications.

At the end of May, a series of criterion-referenced tests prepared by project staff and school personnel will be administered to students at different grade levels to demonstrate their knowledge about career clusters and their awareness about themselves in relation to the world of work. The criterion-referenced tests will also be administered to control groups within each school.

Objective 3: Project personnel will maintain files, reports, and evaluation data which pertain to project implementation in the school district. This will make feasible the dissemination of information to other school districts and State Career Education Agencies. A Manual of District Eleven Career Education Activities will be compiled and available for distribution by June 1976.

Objective 4: Project staff will maintain records of contacts with community people, local colleges and universities, the types of cooperation achieved, and the success of the project in involving these agencies in project planning and evaluation. A record of the membership of school steering committees, their meetings, and the results of their activities will be kept by project staff.

Objective 5: The overall evaluation will be assisted by an outside agency and will include a plan to determine the outcomes of training components, classroom activities, parent and community involvement, as well as student outcomes.

COMMUNICATION:

Products that will be available for dissemination by June 1976, include:

- A district manual of career education goals and activities including school plans for implementing career education, sample activities used in district classrooms, and selected student-prepared materials.
- An interim and final evaluation report documenting the activities and outcomes of the District Eleven Career Education Model.

Ongoing communication and dissemination activities will be conducted to increase and maintain a high level awareness on the part of parents and community representatives. Activities will include meetings with the District Advisory Committee for Reimburseable Programs, school-level meetings including parent conferences, etc., releases to local media from the district, and the meetings of school steering committees.

Slide/tape and videotape presentations will be prepared to augment these communication activities.

Ongoing communication with other districts and educational agencies will be maintained by the project director. A high emphasis will be placed on developing close communication ties and collaborative working relationships with districts and agencies within our region involved in career education. A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Administrators, Guidance Counselors, Librarians, Teachers, Career Education Aides, Parents, Community Members, Businesses, and Industry.	
Type of Area Served:	Urban	
Number of Persons Served:	Students - K-6	6,870
	7-9	900
	10-12	900
	Administrators	30
	Guidance Counselors	13
	Librarians	13
	Teachers	240
	Parents and Community Members	1,000
	Business and Industry	50
Minority Groups Served:	Black: 41%	
	Spanish Surname: 15%	
Income Distribution:	Not available	
Special Populaions:	Handicapped: 2%	
	Gifted 2%	

Project: A Systems Management Approach To Career Education: An Exemplary Project
Brooklyn, New York

Project Director: Mr. Roy Sapin
Office of Community School District 18
545 Utica Avenue
Brooklyn, New York 11203
(212) 773-4425

Grant Award from Career Education Program for 1975-76:
$150,000

Grant No. G007503739

Participating Institutions: Bank Street College of Education

MAJOR OBJECTIVES:

1. The development of inter-disciplinary educational materials and user guides, as well as the incorporation of time-tested materials, around a cluster of emerging technologies and related careers in such areas as environmental ecology, communications and media, plastics, marine sciences, and computers;

2. The development of a district, community, borough and city-wide data bank listing pedagogical personnel, community people, businessmen and professionals, corporate and public personnel, whose talents, experiences, involvements, and careers may be of interest to pupils exploring the world of careers;

3. The development of teacher in-service training agendas and workshops to improve motivation and service skills in an attempt to better serve the target population;

4. The raising of pupil aspirational levels, self-concept, motivation, and peer interaction skills through a comprehensive system of guidance, counseling, and curriculum;

5. The development of knowledge and skills through instruction and hands-on experiences in new and emerging career clusters and an awareness of the many careers and opportunities available in the world of work;

PROJECT ACTIVITIES.

During the summer of 1975, project steering committee meetings will be convened to review existing programs and materials relevant to career education. Existing programs and materials will be reviewed for their possible application to the project. The primary focus will be an assessment of those studies that relate directly to career education and guidance for young children.

Concurrent with the research and review the steering committee will conceptualize and design a comprehensive management system which can be readily

applied to the elementary and junior high school career education curricula.

The meetings will also define the roles and responsibilities of all project participants and identify a coherent set of outcome objectives for students.

By September 1975, the process of developing user guides for eventual implementation through the district will begin. Through a series of after-school workshops, the resource people involved in the project will formulate objectives and modules of instruction using an interdisciplinary approach.

The model that is developed will be used in the demonstration activities. The guide will be subjected to constant revision based upon feedback from the program demonstration personnel.

Periodic training workshops for pedagogical personnel and parents will be held throughout the school year to effect a gradual orientation to the management system and materials.

In-service training for teachers will provide generic skills and human relations training.

At the same time, we will continue the process of compiling our resource data bank. The listing will include pedagogical personnel, community people, and businessmen and professionals whose talents, experience, and careers will be of interest to pupils.

Beginning February 1976, two multi-career cluster laboratories of modules will be created around such technologies as communicatins and media, plastics, environmental ecology, marine sciences and computers.

The career laboratories will be located at one district elementary and one junior high school, serving an initial target population of one hundred pupils at each school.

The carefully researched, teacher-developed user guides and materials will be utilized in the laboratories.

Field trips to various occupational points of interest combined with guest speakers and audio-visual presentations will be used. The data bank of occupations and interests of community people and school personnel will be an important asset of the project. This program will continue until the end of June 1976.

EVALUATION:

Objective 1: Participating workshop teachers will be randomly selected for pre-and post-intervention observations to evaluate whether or not their maturation and service skill have improved as a result of their participation in the program. During December 1975 (prior to the demonstration activities) the teachers will be video-taped while conducting "social studies career awareness" classroom discussions. Data from these tapes will be viewed and coded utilizing the BRACE instrument. Data from this initial viewing will be fed back to the teachers in their subsequent workshop sessions for purposes of self analysis and professional development. The same taping procedure will ensue at the end of May 1976. This will constitute the post-intervention observation. Data from both tapings will be analyzed by Bank Street College of Education personnel to determine if the objectives have been met.

Objective 2: Student behavioral objectives relating to self-concept, motivation, and peer interaction skills will be evaluated in the following manner:

During May 1976, an integrated (experimental and control group children) field-trip to a career-curriculum relevant site will be conducted by a Bank Street College observer who is skilled in using the BRACE instrument and proficient in leading children's discussion groups. Following the trip, there will be observer-run discussions about the common experience with equally integrated groups of experimental and control group youngsters. These discussions will be video-taped for subsequent BRACE instrument coding and analysis. Data from the integrated group discussion tapes will be analyzed by Bank Street College personnel to determine whether self-concept, maturation, and peer interaction skills of the experimental group exceeds that of the control group.

Pupil aspiration levels of the experimental and control groups will be determined just prior to their field-trip experience. It is anticipated that the test scores will indicate that the aspirational level of the experimental group will exceed that of the control group.

COMMUNICATION:

The results of this 12-month effort will be contained in a final package consisting of user guides, resource data bank, records of teacher training workshop activities, and a final evaluation. The complete results of the study will be ready for distribution no later than 30 days after the completion of the grant. The results will be presented graphically and on video-tape. A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	200 K-9 students; Teachers; Parents
Type of Area Served:	Urban
Number of Persons Served:	K-6 - 100
	7-9 - 100
Minorities Served:	Blacks 54%

Project: Classrooms Beyond Walls
Consortium of the Mamaroneck, Rye, Port Chester, Rye Neck and Rye Union Free School Districts.

Project Direcotr: Ms. Judith Johnson
Office of Career Education
Mamaroneck School District
Boston Post Road
Mamaroneck, New York 10543
(914) 698-9000 Ext. 305

Grant Award from Career Education Program for 1975-76:
$66,900

Grant No. G007502352

Participating Institutions:
Mamroneck Union Free School District
Rye Neck School District
Rye Union Free School District
Rye City School District
Port Chester School District

MAJOR OBJECTIVES:

1. Our intent is to insure the infusion of those career education activities for grades K - 12 that will equip all students upon graduation with increased self-awareness and career decision-making skills which will allow them to understand the options, alternatives, and limitations existing in the world of work; they will therefore be able to pursue careers that are more successful and personally satisfying.

2. There must be realistic experiences for instructional staff if they are to assist effectively learners to gain knowledge and understanding of career planning and development. An integral part of this project is to provide for staff experiences through job exchanges with community workers. Teachers will continue to be trained in curriculum modification for career development; additionally, we will focus on attitudinal change and the understanding of career concepts that will culminate in a commitment to the need for career education.

3. In order to accommodate the increasingly close relationship between the world of work and the world of education, which was begun by the project earlier, we plan to increase the availability of persons from business-labor-industry and government to act as career educators. We will actively seek their direct cooperation and plan to a) expand the Business-Labor-Industry Council, and b) establish exchange programs between business personnel and educational staff that will ultimately promote better understanding of the concepts of career development on the part of all.

PROJECT ACTIVITIES:

This project is designed to continue the development and implementation of career education in five selected school districts. Greater emphasis will be placed on increasing the cooperation among business, labor, industry, and education.

In late June 1975, in each of the schools of the Mamaroneck-Larchmont School District, career education grade coordinators were identified. The individuals who participated in training sessions led by the career education efforts for the past year and began to develop goals for their respective grades for 1975-76.

These teams, representing grades K - 8, agreed to be resource staff for their grade levels in each of their respective schools. During the first week in September these teams will again convene and establish dates for grade level workshops in each of their respective schools. We will share ideas, materials, techniques, and conerns. The plan is for each grade team to meet every sixth week and for the school team coordinators to meet every fourth week. This format will be extended to the participating districts and to the high school starting in October.

In addition, each district will choose a target grade level to develop. Port Chester and Rye City have already committed their career education staff heavily to high school projects.

All the district will share the expenses of at least three meetings where key career education coordinators will discuss process and problems and share successes and failures.

Training workshops have again been established for all the librarians who began last year to establish career resource centers in each of their schools. A new addition this year to the team will be the volunteer parents who are joining us as community resource specialists. They will seek out the appropriate community resources that will complement the needs of the career education grade teams.

The Business-Industry-Labor Council convened in June will meet again in September to establish direction and goals for 1975-76. There has been a major commitment for teachers and appropriate Business-Labor-Industry staff to exchange roles for the increased clarification of both.

EVALUATION:

Objective 1: This project will use both formative and summary evaluation techniques. The specific plan will be developed by September 15th and will include reports from advisory committee members, coordinators from the participating schools, and the Administrative Assistant, supplemented as necessary or desirable by persons from external sources. Based on these results, the day-to-day management and operation will be modified. A log will be maintained by the administrative staff.

Objective 2: Summary evaluation will be by an external agency having previous experience in the evaluation of career education program management and effectiveness. The purpose of the evaluation will be assess the extent of goal attainment; to identify factors which influence the success of the overall project, its several phases, and its respective activities; and to recommend means by which the successful implementation of the project may become

continuing. Both periodic interim and terminal evaluation will be required of the external evaluator. The evaluation team estimates it will take 42 school days to effectively complete the task. In addition, the program evaluator and research specialist for the Mamaroneck School District will again devise appropriate grade level pre- and post-tests that will attempt to measure the students' increased knowledge of career awareness.

COMMUNICATION:

Interim and final reports will be shared with the State Education Department and any interested educational or business institution. A final evaluation report will be sent to the State Career Education Coordinators.

As a result of the monthly meetings with the school career education teams, a log of the specific grade level activities implemented as well as the material used will be kept by the project director. These will be compiled in mid-May for assessment.

As indicated above, grade level meetings will occur every 6th week starting September 2nd. School resource coordinators, K - 6, will meet every fourth week starting September 2nd. The five districts will hold three half day conferences; participants will include superintendants, district coordinators, and representatives of each group. These are planned for October, February, and May.

DEMOGRAPHIC INFORMATION:

Levels/Group Served:	K-12 Students; Educational Staff; Business-Labor-Industry Personnel
Type of Area Served:	Suburban
Number of Persons Served:	K-6: 7,768
	7-8: 2,568
	9-12: 5,614
	B-L-I: 15* (Key personnel will nominate additional staff as needed)
Minority Groups Served:	Black and Hispanic: 18%
Income Distribution:	Not available
Special Populations:	Not available

Project: K-14 Program to Instill Readiness for Career Choice
LaGuardia Community College of the City University of New York

Project Co-Directors: Dr. Jeffrey Kleinberg
Dr. Irwin Feifer
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101
(212) 937-9200, Ext. 254

Grant Award from Career Education Program for 1975-76:
$38,305.
Grant No. G007504000

Participating Institutions: School District 30 of the New York City Board of Education and the Business Community of New York City

MAJOR OBJECTIVES:

1. To systematically identify which career education awareness and exploration initial implementation tasks are currently being performed by the participating school district (grades K - 9).

2. To identify certain initial implementation tasks currently not performed by the district that focus on instilling readiness for subsequent career choise (e.g., work habits, work values) which, if acquired in the early school years, can facilitate optimal educational-career decisions in the later school years.

3. To enhance the delivery of currently performed initial implementation tasks and, for those career choice readiness skills selected for incremental infusion, to develop approaches for their introduction and reinforcement within existant classroom curricula.

4. To train one elementary and one junior high school pilot implementation team, each consisting of two teachers, to pilot the program within their respective classes this year and to ready the staffs of their respective schools for field testing the instructional approach during the 1976-77 academic year; the goal being to generalize the approach throughout the entire school district during the following year (1977-78).

5. Utilizing appropriate individuals and resources of the business community, to continue to provide remedial career decision making seminars to LaGuardia Community College students still requiring such as late as grades 13 and 14, while concurrently: a. recruiting and training a core of volunteers from private industry to teach the seminars on an ongoing basis; and b. adapting the seminars to the level of high school cooperative education students (grades 10-12).

PROJECT ACTIVITIES:

Utilizing all available resources (e.g., theory, expert consultants, relevant literature and research findings, teachers, counselors and students), August, 1975 through January, 1976 will be primarily devoted to (1) the precise identification of the initial incremental task currently being performed by District 30; and (2) the design and development of a sequential instructional approach to infuse select readiness initial incremental tasks not performed by the district for assimilation with traditional curricula. Overlapping this time frame during October 1975-January 1976, the project will select its two pilot implementation teams of teachers and begin to orient them to the pilot testing of the program. During February 1976, extensive training will be provided to the top pilot implementation teams on how to introduce the incremental approaches to their respective classes. From March 1976 through June 1976 initial pilot testing of the developed instructional approaches will be undertaken at the two pilot schools, the results of which would identify any needed modifications and refinements in the program prior to broad-scale field testing. Such refinements will be made from April 1976 through June 1976. (From March 1976 through June 1976, the project staff and pilot implementation teams will prepare the required staffs in the two pilot schools for extensive school-wide testing of the program during the following year.)

Concurrently with the above development of the career choice readiness program, LaGuardia Community College (the only totally Cooperative Education two-year institution) will adapt its current career development seminars to the high school level (grades 10-12) so as to yield a sequentially integrated K-14 model for future introduction into the entire school district.

EVALUATION:

Objective 1: During the 75-76 academic year when the primary focus is the development, pilot testing and refinement of the program, evaluation of the initial adequacy of the (K-9) model will be based on systematic appraisals from expert consultants, teachers, counselors, and students. After refinements based on these appraisals, the approach will be selectively introduced to specific classes.

Ratings by students, teachers and counselors will be secured through either empirically-validated commercially available instruments or rating scales to be developed.

Further, evaluations will be conducted of the utility of the remedial career development seminars provided to LaGuardia Community College students. At the concluding session of each seminar, all students will be asked to provide ratings (anonymously) concerning the extent to which they attained the pre-specified learning objectives of the seminars. Summary statistics for each type of seminar (e.g., Work Values & Job Satisfaction, The Realities of Your Career Choice) will be provided. Further, a comparison will be made between the ratings of students having business representatives as instructors and those of students having professional educators as instructors, to determine the viability of having the former type of individual teach these seminars.

Objective 2: During the projected 76-77 academic year when the primary focus will be the field testing of the refined program throughout the two pilot schools, more rigorous and systematic evaluations will be conducted,

and attempts will be made to secure control groups of students in each grade not exposed to the program, to whom we may compare salient behavioral outcomes (corresponding to the skills the program will attempt to instill) of the experimental students. We will also attempt to secure pre-and post-measures of such readiness-desirable behaviors from each group to yield an optimal evaluatory design of comparing post-minus-pre-test behavioral scores of the experimental group to those of the control group for each of the school grades.

Objective 3: During the projected 77-78 academic year when the primary focus will be the introduction of the further refined program throughout the entire school district, an evaluation design similar to the latter will be employed, replicating it for each of the various schools throughout the district, with the resultant overall design accounting for variations in outcomes due to school, grade, and exposure to program.

COMMUNICATION:

Copies of instructional approach materials will be distributed to 56 state coordinators of career education and all schools within District 30 and, upon invitation, project staff will visit with school staffs to discuss same.

Project staff, including participating elementary and junior high school teachers, will prepare and submit presentations and journal articles on the project for State and National professional organizations (e.g., the N.E.A.).

Project staff will orient those business representatives who will teach the college career development seminars to the meaning and value of career education and the role of the business community in supporting career education in order to assist them in up-dating their business colleagues.

Project staff will conduct a one-day conference in May 1976, for the entire professional staffs of the two pilot schools to orient them to the project, its outputs, results of pilot testing, and to introduce them to their roles as participants in the school-wide field testing of the approach during the 76-77 year.

By September 1, 1976, an extensive progress report describing the activities during year one will be ready for local and national distribution.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-14 Students
Type of Area Served:	Combined residential and extensive industrial area
Number of Persons Served:	District 30 - 25,000 elementary and junior high students in 25 schools LaGuardia (Middle College) High School - 250 students LaGuardia College - 4,200 students
Minority Groups Served:	College - Black: 32% Hispanic: 8% Oriental: 3% Other: 4% District 30 - 40% of students speak English as a Second Language
Income Distribution:	Two-thirds of the students come from families with incomes less than $10,000 per year.

Project: Oregon Consortium for Incremental Development of Exemplary Career Education Programs
Portland, Oregon

Project Director: Mr. John D. Ries
School District #1
P.O. Box 3107
Portland, Oregon 97208
(503) 288-5361, x 40

Grant Award from Career Education Program for 1975-76:
$200,00

Grant No. G007507041

Participating Institutions:
Amity
Beaverton
David Douglas
Clatsop IED
Portland
Oregon State Department of Education

MAJOR OBJECTIVES:

(1) To support the cooperative efforts of the participating districts in expanding and improving their present career education programs, and (2) To provide a means whereby other schools and districts can use this and other state and federally supported projects to make more efficient use of the resources available for program development.

The project is designed to allow for the following:

1. The 25 participating schools will, in total, have advanced their career education programs a minimum of 75 category levels.

2. Each participating school district will develop and submit to the project director a detailed plan of operation for conducting and for assessing the effectiveness of its developmental effort.

3. A system will be developed and implemented to facilitate the gathering and distribution of materials and resources pertinent to the participating districts' developmental efforts.

4. The project will sponsor a minimum of 2 mini-conferences of project personnel and personnel from other districts in the state which have exemplary career education components, to exchange information relative to program development.

5. A uniform format and guidelines for transportable models will be developed for use by the participants.

6. Each participating district will have developed at least one tentative model for a one-level incremental increase in a category.

7. Uniform procedures for testing the transportability of models will be developed.

8. Each school will document the processes and procedures used in each of its category levels of development.

9. Revised sets of criteria will be developed for assessing the status of program development in each program category and will be tested in at least one participating school.

10. A plan will be prepared for field testing and use of the revised criteria in participating schools and in other schools in the participating districts.

11. An exchange of products within the consortium will be ongoing.

12. Periodic distribution of selected products in draft form to all districts in the state will be in operation.

13. An initial distribution of tentative models of processes and procedures for incremental program development and of revised program assessment criteria will be made to state directors of education and the U. S. Office.

14. A procedure for assessing the effectiveness of the dissemination system will be established.

PROJECT ACTIVITIES:

Participating schools will experience significant expansion and improvement in their career education programs which, in turn, will result in improved career competencies of students.

Other schools in Oregon will have available models of programs, procedures, and processes that will enable them to more efficiently carry out program improvement.

States other than Oregon will have available models of processes, procedures, and projects that should prove useful in their developmental efforts.

EVALUATION:

The project director will have primary responsibility for developing the overall plan with the assistance of the district coordinators and the evaluation staff of the Portland School District central office. The overall plan may include a separate section for each participating school district.

Objective 1: Internal Evaluation. A major part of the evaluation activities will be carried out internally by project personnel. Each district will be responsible for gathering the necessary data and submitting it to the project director. The director will be responsible for preparing and submitting the overall evaluation reports.

Evaluation data accumulation and analysis will be emphasized in the following areas:

a. Incremental growth in program categories under development.
b. Program change attributable to staff in-service.
c. Adequacy of the procedure/process models and the effectiveness of the procedures used to develop them.
d. Effectiveness of the project organization and management.
e. Adequacy, usability and results of the dissemination/communication effort.

A key element in the evaluation will be the utilization of the program assessments that will be made in each participating school prior to the start of the project. Each program category undergoing incremental development will again be assessed, using the same instrument, at the conclusion of the developmental effort. These assessments will follow the state recommended program assessment procedure and will utilize some personnel from outside the project districts.

Objective 2: External Evaluation. A contract will be made with an outside organization to conduct the external evaluation. The project director will solicit proposals from qualified applicants with final selection to be made by the Board of Directors. The contract will be let at the earliest possible date to permit full participation of the evaluators in developing the project evaluation plan. The contract will provide for both formative and summative evaluation efforts and reports.

COMMUNICATION:

In carrying out the program development plan, the districts will document and assess the effectiveness of the procedures and processes used. The documentation will form the base for a model process that can be utilized by other schools. As much as is feasible, separate documentation will be made for each category-level of development. Each tentative model will be made available to a reciprocating school or district to test the model's transportability. A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Teachers; Administrators
Type of Area Served:	Rural; Small Town; Suburban; Urban
Number of Persons Served:	K-2: 15,430
	Teachers 620
	Administrators 32
Minority Groups Served:	1% to 15% according to location
Income Distribution:	Below Poverty Level
	15% to 35% according to location
Special Populations:	Handicapped: 7%
	Gifted & Talented: 2%

Project: To Demonstrate Incremental Improvements In a K-12 Career Education Program Through an Exemplary Model

Edinboro, Pa.

Project Director: Mr. David G. Minnis
Division of Development and Career Education
Northwest Tri-County Intermediate Unit
252 Waterford Street
Edinboro, Pa. 16412
(814) 734-5610, Ext. 264

Grant Award from Career Education Program for 1975-76: $149,950

Grant No. G0075-2398

Participating Institutions:

Northwest Tri-County I. U.	Millcreek
Conneaut School District	North East
Crawford Central	Northwestern
Corry	Penncrest
Fairview	Titusville
Ft. LeBoeuf	Union City
General McLane	Wattsburg
Girard	Warren
Harborcreek	Erie County Vo-Tech
Iroquois	Crawford County Vo-Tech

MAJOR OBJECTIVES:

1. School district personnel in a K-12 setting of the N.W. Tri-County I. U. region will acquire an increased knowledge of the philosophy and concepts of career education through the demonstration of a computer based curriculum model.

2. All participating students in the N.W. Tri-County I. U. region will be exposed to a range of career clusters within the context of their educational and career development levels (awareness, exploration, preparation).

3. The relationships between schools, the business - labor - industry - professional - government, community, and the home and family will be improved.

PROJECT ACTIVITIES:

During the late summer 1975, teachers in a 10-12 classroom will develop computer based career oriented curriculum units by formulating performance objectives for each grade level and then by writing introductory, developmental, and culminating activities for each objective to accomodate all

identified professional and student variables. Researched resource materials as well as community resource persons and places and performance evaluation devices for measuring achievement will accompany each unit. The curriculum units will be sent to data processing for keypunching and computer storage. These curriculum units will be made available to classroom teachers in the N.W. Tri-County I. U. region throughout the 1975-76 school year.

In-service meetings will be held and conducted for each participating school district. These meetings will begin in September 1975 and continue throughout the 1975-76 school year. Parents and community members will be invited and encouraged to attend.

During the early summer 1976, teachers in a K-9 classroom will develop computer based career oriented curriculum units around career clusters by using the same criteria formulated during the summer of 1975.

EVALUATION:

Objective 1: The systems approach will be used to measure progress toward this objective. Questionnaires and opinionaires will be administered to all participating administrators and teachers. Additional evaluation instruments will include interviews and observations.

Objective 2: The student related objectives will be evaluated by an identical comparison of standardized test results from (1) an experimental group, including students who have used the project; and (2) a control group, which includes students from schools where the project is not in existence. Additional evaluation instruments will include picture tests, interviews and observations.

The following standardized tests will be used:

(1) Career Awareness Inventory (Cornell Institute for Research and Development in Occupational Education).

(2) The Assessment of Career Development (Houghton Mifflin)

Objective 3: The systems approach will be used to measure the progress toward increasing the relationship between schools and society. Questionnaires and opinionaires will be administered to school personnel, business, labor and industrial leaders, and parents. Additional evaluation instruments will include interviews and observations.

COMMUNICATION:

The computer based career oriented curriculum units will be available in September 1975, and sample computer print-outs and descriptive brochures of the project will be mailed to any interested person or organization outside the N.W. Tri-County I. U. upon request for the cost of postage.

A final evaluation report with its statistical data will be submitted to the U. S. Office of Education for dissemination.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Teachers; Parents; Community		
Type of Area Served:	Urban; Suburban; Semi-urban; Large Rural		
Number of Persons Served:	K-6:	35,113	
	7-12:	32,337	
	Spec. Ed:	1,421	
	Parents:	10,985	(Crawford Co.)
		37,045	(Erie Co.)
		6,528	(Warren Co.)
	Teachers:	3,427	
Minority Groups Served:	Blacks: 431		
	Puerto Rican: 3		
	Other Spanish Surname: 62		
	American Indian: 26		
	Oriental: 44		
	Other: 35		
Income Distribution:	Crawford County:	Under $5,000	36.5%
		$5,000-$9,999	34.0%
		$10,000-$14,999	20.5%
		$15,000-Over	9.0%
	Erie County:	Under $5,000	13%
		$5,000-$9,999	38%
		$10,000-$14,999	31%
		$15,000-Over	18%
	Warren County:	Figures Unavailable	
Special Populations:	Special Education: 2.1%		

Project: In-Service and Curriculum Development Program in Selected School Systems
Vermillion, South Dakota

Project Director: Dr. Carrol Krause
University of South Dakota
Vermillion, South Dakota 57069
(605) 677-5641

Grant Award from Career Education Program for 1975-76:
$170,192

Grant No. G007503904

Participating Institutions:
University of South Dakota
Vermillion, South Dakota
Dakota State College
Madison, South Dakota
Augustana College
Sioux Falls, South Dakota
Black Hills State College
Spearfish, South Dakota
Ten K-12 Schools
State Divisions of Elementary and Secondary Education, Vocational Education, and Higher Education

MAJOR OBJECTIVES:

1. To provide an in-service program in career education concepts for teachers, counselors, and administrators.

2. To provide K-12 students with insight into themselves and the eight areas of awareness, and equip them with decision making skills.

3. To provide career education demonstration components for the faculties and students of three teacher training colleges and provide career education teaching experiences for cadet teachers.

4. To provide a program for developing community awareness of career education, enabling it to become a high priority in each school system.

5. To provide support services in research and for the dissemination of career education materials.

6. To provide for a method of evaluation of the project.

PROJECT ACTIVITIES:

The fulfillment of the objectives will be accomplished by this program of in-service and continuous assessment and improvement of career education activities in the selected schools. Demonstration units will consist of eight K-12 school districts, one district serving a K-12 Indian population and one state school serving handicapped students. The in-service work to be conducted with the staffs and student teachers of three cooperating colleges will enhance the in-school K-12 effort. Career education units will be incorporated into the teaching methods courses. The results of in-service and teacher training work accomplished and information and materials developed in other career education programs in the state will be consolidated into this project.

EVALUATION:

Evaluation will consist of two parts:

a. continuous evaluation by staff and participants
b. third party external evaluation

Objective 1: The first phase will be to determine what is to be evaluated and will serve as a basis for negotiation with external evaluators. Tasks, treatments, and outcomes relating to students and objectives will be identified.

Objective 2: Phase two will consist of the evaluation design. The first activity will consist of formulating the evaluation questions, specifying the design, and selecting data sources that will aid in answering evaluation questions. The next step is to develop or select data collection instruments. Preparing a sampling plan and a data analysis plan will be the next step. Identifying tasks, personnel and target dates for implementing the design and then finalizing the design and preparing a reporting plan follows.

Objective 3: Phase three is to implement the data collection phase, then to analyze that data.

Objective 4: Phase four is to report the findings and make recommendations as appropriate.

COMMUNICATION:

Materials and reports developed in this project will be disseminated to all 56 State Coordinators of Career Education throughout the state through the State Divisions of Elementary and Secondary Education, the Division of Vocational Education, and the Regents of Higher Education. Materials will be sent, in addition, completed documents and reports will be made available upon request to educational institutions and agencies for the cost of reproduction.

DEMOGRAPHIC INFORMATION

Levels/Groups Served:	K-12 Students, College Students, K-12 and College Staff Members, Parents	
Number of Persons Served:	K-12 Students:	9,500
	College Students:	750
	K-12 Staff:	605
	College Staff:	200
	Parents:	500
Minority Groups Served:	Indian: 1,500	
	Other: 100	
Income Distribution:	Under $5,000	25%
	$5,000 - $9,999	50%
	$10,000 & above	25%
Special Populations:	Deaf Handicaps: 120	
	Other Handicaps: 100	

Project: Communicating Career Education to Practitioners and the General Public

Nashville, Tennessee

Project Director: Jerry Gaither
Career Education Specialist
Tennessee State Department of Education
Room 115 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-1885

Grant Award from Career Education Program for 1975-76: $150,000

Grant No. G007503737

Participating Institutions: Tennessee State Department of Education. One LEA from each of the nine Developmental Districts to be determined later.

MAJOR OBJECTIVES:

1. State Department of Education staff will be provided orientation on how to effect incremental improvements in K-12 career education, with a special emphasis on 7-12 career education.

2. State Department of Education field staff will provide career education in-service for selected local education leaders and assistance in developing plans for integrating the career education concept, with a special emphasis on grades 7-12.

3. Selected local education leaders, with technical and monetary assistance from the State Department of Education, will provide career education in-service training for principals, teachers, counselors, and librarians.

4. Teachers, principals, counselors, and librarians in selected school systems will operate an instructional program based on the career education concept, with an emphasis on grades 7-12.

5. The career education staff will publicize continuing career education activities, and final results of career education projects. Results of mini-projects will be disseminated to the appropriate persons or agencies.

PROJECT ACTIVITIES:

Task Force for Career Education Project will be appointed to give direction.

In-service meetings will be held with State Department and local education leaders at which time a pre-assessment instrument will be given to measure knowledge of and attitude toward career education.

In-service will provide an overview of career education philosophy methods and program activities of Tennessee projects and other national projects.

State Department staff and local education leaders will develop ways of integrating the career education concept in their area of supervision.

Mini-grant concepts and guidelines will be developed and disseminated to selected LEA's.

The pre-assessment instrument will be given to principals, teachers, counselors, librarians, and students in selected school systems to determine at what level the career education concept is operating.

State Department of Education teams will assist local education leaders in communicating career education philosophy, methods, and program activities to school level workers.

Teachers will be asked to write a paper on how they can integrate the career education concept into their subject matter area and bring about significant improvement in the performance of students.

Comprehensive brochures describing all successful career education projects and activities in Tennessee will be developed and disseminated.

News releases on career education will be developed and disseminated with the assistance of the Department of Education public information office.

Post-assessment instruments will be administered to all State Department staff, local education leaders, school level workers, and students who have been involved in career education activities. The results will be included in the final evaluation report as required by federal regulations.

EVALUATION:

This career education project will be evaluated by an outside third party. The person in charge of evaluation will be Dr. John Hooker, Director of the State Testing Center, University of Tennessee, Knoxville, Tennessee.

Objective 1: The evaluation will be a continuous and on-going process. Evaluative instruments will be developed before the beginning of the project. The instruments will be designed to measure attitude toward career education, knowledge of career education, and confidence to operate within the career education concept.

Objective 2: The evaluative instruments will be administered to the State Department staff, local education leadership, teachers, principals, librarians, and counselors. The evaluative instruments will be administered on a pre, post, and delayed post basis. A random sample of students from grades 7-12 participating in the career education project will be administered the A.C.D. instrument on a pre and post basis. The random sample of students will also be administered an instrument to measure knowledge of career clusters on a pre and post basis.

COMMUNICATION:

A monthly newsletter describing career education activities from across the state will be disseminated to all Superintendents of Education, and State Directors of Career Education. Resource guides and various brochures and curriculum materials from career education projects across the state will be collected and disseminated to local school systems upon request.

The final evaluation results of this career education project will be disseminated to all the State Coordinator of Career Education. From time to time, special news releases detailing the progress of career education in Tennessee will be published in newspapers.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, State Department staff, Local Administrators, Teachers, Counselors, Librarians, General Public
Type of Area Served:	Rural, Small Town, Suburban, Rural
Number of Persons Served:	K-6: 300 State Department of Education Personnel K-12: enrollment to be served determined by approved nine grants.
Minority Groups Served:	American Indian: 1% Black: 16% Other: 2%
Income Distribution:	Under $5,000 20% $5,000 - $9,999 25% $10,000 - $14,999 25% $15,000 - $19,000 20% $20,000 - or more 10%
Special Populations:	Handicapped: 10% Gifted: 2%

Project: Texas System for Incremental Quality Increase in Career Education
Austin, Texas

Project Director: Dr. Jay Gurley
Division of Career Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-2031

Grant Award from Career Education Program for 1975-76:
$151,335

Grant No. G007503736

Participating Institutions: Education Service Centers, Regions I, IV, VIII, XII, XIII, XIV, XVI, XVII, XVIII, XX; Partners in Career Education

MAJOR OBJECTIVES:

1. To demonstrate effective means of facilitating incremental quality increases in career education at the student level and to communicate those demonstrations to career practitioners at the local, regional, and state levels.

2. To facilitate the movement of effective career education learning activity concepts among schools.

PROJECT ACTIVITIES:

During the fall of 1975 and the spring of 1976, efforts will be made to involve 500 teachers, K-12, in all subject matter areas, in two workshops. The first workshop will extend over a 2-day time period; the second 1-day workshop for the same teachers will occur after an intervening 3-month time period. This scheduling is for the purpose of participants during the 3-month interval. Experience with this type of workgroup situation indicates that a marked increase in productivity will take place during the second work session. One part of the first workshop will deal with effective ways the teacher/consultant can secure public input-participation in implementing the classroom activities developed under this project. The learning activity ideas generated by teachers will be returned to the Partners project for further development into modules which infuse career education concepts with subject matter areas of the appropriate measurement instrument(s).

EVALUATION:

Learning modules and skeletal ideas will be refined and/or more fully developed by Partners in Career Education staff and tried out in classrooms. The evaluation of the modules will be conducted by various techniques. A teacher questionnaire will be developed to compile teachers' perceptions of each refined module. In addition, the student reactions will be collected in either a survey or questionnaire format. The Texas Career Education Measurement System will be used to evaluate student development toward the learner outcomes where appropriate.

The most vital evaluation of the learning activity modules developed will be through field testing each module in a classroom situation following the administration of the measurement instrument to assess students' needs. Modules should be introduced into the learning environment as assessment data indicates their appropriateness. The measurement instrument would then be used to evaluate the learning situation with mastery or non-mastery of the learner outcome.

Field testing of all learning activity modules, developed during the first year from the proposed statewide staff development workshops to be conducted cooperatively with participating education service centers, could comprise a second and third year of this project.

Specifications for third party evaluation will be developed by the Texas Education Agency. Bids will be solicited for third party evaluators on a request for proposal basis. Proposals from interested evaluators will be reviewed by the Texas Education Agency task force and the Advisory Committee of education service center representatives. Operational aspects of the proposal will be monitored by Texas Education Agency personnel, and resulting follow-up reports from the evaluator will be submitted to the project director on a quarterly basis.

COMMUNICATION:

Internal: The Texas Education Agency has developed and implemented the demonstration schools in the individualized instruction network. The purpose of the network is to move good ideas from school to school. Within the State of Texas, this network will be used to demonstrate means of facilitating incremental quality improvement in career education on the student level and to communicate these demonstrations to practitioners at the local district level. This arrangement will bring validated career education ideas of the most successful teachers in the State to teachers in other parts of the State.

External: The teacher developed modules will be made available to the 50 State Departments of Education and the 80 projects funded under the Career Education Acts.

Project PICES: Phasing In Career Education Systematically
Region 10 Education Service Center, Richardson, Texas

Project Director: Ms. Gwyn Brownlee
P.O. Box 1300
Richardson, Texas 75080
(214) 231-6301 Ext. 80

Grant Award from Career Education Program for 1975-76:

$135,000

Grant No. G007503740

Participating Institutions:
Region 10 Education Service Center
Garland Independent School District
Kaufman Independent School District
Royse City Independent School District
Wilmer-Hutchins Independent School District

MAJOR OBJECTIVES:

Effective career education is based on research evidence and solid pragmatic observations. During the past 3 years the Region 10 ESC career education component has developed and piloted systematic processes, techniques, and materials which are designed to sequentially move a local education agency (LEA) toward comprehensive implementation of career education. Essential components in the implementation process are two planning systems designed to sequence instruction for specific career education learner outcomes and determine district career education needs. The data generated by these processes will be used in designing instructional approaches and a program of staff development training in each of four installation sites.

1. In each installation site a local career education management team will develop a career education management plan utilizing the career education planning systems.

2. Each participating LEA will conduct a comprehensive career education needs assessment and complete the sequencing of career education outcomes by grade level and subject area.

3. Following the needs assessment and sequencing activities, each district will address the tasks necessary for implementing instructional approaches at selected grade level and subject area clusters.

4. Each participating district will implement planned career education instructional strategies in selected grade level clusters.

5. The installation processes and activities will be documented in a procedural implementation handbook for career education to be disseminated to all State Education Agencies.

PROJECT ACTIVITIES:

The activities to accomplish the objectives of the project are summarized as follows:

Local management teams are formed in each installation site consisting of a district coordinator and campus coordinators. Following orientation to the project goals and objectives, the district team develops a career education management plan to guide the local project effort. All processes and activities of the project will be documented throughout the year and will form the basis for information to be included in the career education implementation handbook to be developed.

EVALUATION:

Process, product, and impact evaluation strategies will be utilized in evaluating the PICES project. Objectives one through eight, in the full project proposal, are processed by nature and will be evaluated through educational audits of project records, interviews with project and district personnel, and through on-site visits to installation sites. A five member Project Evaluation Advisory Committee will play a major role in process evaluation.

Objective number nine is concerned with the development of a procedural manual reflecting the planning systems employed by participating districts. This product, i.e. a procedural manual, will be evaluated by third-party evaluators and the Project Evaluation Advisory Committee, based on its comprehensiveness, potential for usability in other districts, and its potential for massive duplication within reasonable costs limits.

The impact of this systematic approach to career education on learners will be determined through pre/post measures of student knowledge of careers, broad based student achievement, and attitude toward careers and the world of work. Instruments used to measure student gain will be selected by the third-party evaluator from those available or will be developed by the evaluator.

COMMUNICATION:

At the conclusion of the 1975-76 project year, the career education implementation handbook will be disseminated in Texas, to each State Department of Education and to the USOE Career Education office. The progress and activities of the project will be reported periodically in the RALLY For Career Education newsletter published by the Region 10 ESC Career Education Agency and the U.S. Office of Education

A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: K-12 Students and Educators
Four school districts ranging in enrollment from 580 to 2,800 students
The districts vary from large suburban to small rural.

Number of Persons Served:	Students	Educators
	K-12 35,130	1,700
Minority Groups Served:	Black: 17%	
	Mexican-American: 6%	
Income Distribution:	Under $5,000	21%
	$5,000 - $9,999	28%
	$10,000 - $14,999	25%
	$15,000 - $19,999	10%
	$20,000 - or more	16%
Special Populations:	Handicapped: 6%	
	Gifted and Talented: 10%	

Project: Incremental Improvement of Career Education in Utah
Utah State Board of Education, Salt Lake City, Utah

Project Director: Mr. Lynn Jensen, Coordinator
Career Education Unit
Utah State Board of Education
1500 University Club Building
Salt Lake City, Utah 84111
(801) 533-6091

Grant Award from Career Education Program for 1975-76:

$156,664

Grant No. G007502320

Participating Institutions:

Utah State Board of Education
Granite School District
Logan City School District
Millard County School District
Morgan County School District
Nebo School District
Washington County School District
Weber County School District

MAJOR OBJECTIVES:

The primary objective of this project will be to effect "incremental improvements" in career education implementation in seven Utah school districts or attendance area cones of at least two categories (as defined by Utah's version of implementation categories).

Subordinate Objectives:

A. Strengthen the career education leadership capabilities of the district career education directors and building level administrators.

B. In-service train teachers/counselors to assume appropriate career education roles and functions.

C. Model the delivery of career education for the other Utah districts through a structured "visitation" program.

D. Develop full articulation of career education (K-12) elements in each district.

PROJECT ACTIVITIES:

Using assessment instruments previously developed, each district will validate its present status in implementation of career education. A yearly plan for moving the district from present to desired status will be prepared and submitted to the district board of education. Planned activities will be carried out in each district and will be evaluated in terms of effectiveness. Incremental improvement will be validated at the end of the year by again assessing status and comparing against the criteria for incremental improvement (Utah's version of implementation categories).

In order to strengthen the career education leadership capabilities of the district career education directors and building level administrators, a 2-day workshop will be conducted for all district directors and building level administrators involved in the project. Follow-up activities will be provided to assist building principals to assume a leadership role in implementing career education.

A major effort will be made to provide in-service training in career education for teachers/counselors in the project. Adequate in-service training for teachers/counselors will constitute a major strategy for effecting incremental improvement in implementing career education. Teachers will be acquainted with the basic methodology of infusing career education activities into the curriculum. Use will be made of materials developed in Utah and other states, and commercially available materials.

To model the delivery of career education and disseminate the program to other Utah districts, a structured visitation program will be set up, and all project processes and products will be shared with all other districts in the state.

Better articulation of K-12 career education activities will be achieved in the cooperating districts as a result of assistance from the districts to refine Utah's goals and objectives for career education and the use of such mechanisms in the districts as a career education task force and/or steering committee.

EVALUATION

Objective 1: Evaluation of efforts to effect incremental improvements in the implementation of career education in the cooperating school districts will be accomplished by administering a series of questionnaires to teachers/counselors/administrators to determine present status of career education implementation. Based on the Utah version of implementation categories, incremental improvement will be assessed at the end of the project year by a post-administration of the questionnaire and a random validation of the responses by on-site observations, interviews, and document checks by a third-party evaluator.

Objective 2: The effectiveness of in-service programs for teachers/counselors/administrators to improve their understanding of career education concepts and their competency for carrying out respective roles will be evaluated by means of pre- and post-paper and pencil tests and attitude scales and selected observations by the third-party evaluator and intra-district teams of observers.

Objective 3: Student outcomes of improved incremental implementation of career education will be evaluated by administering pre- and post-measures of career development/maturity. Seven hundred students selected at random in grades 4, 7, and 10 will be tested.

COMMUNICATION:

At the end of the project, the following materials will be available for dissemination:

1. A revised version of Hoyt's Implementation Categories designed to assess the status of career education implementation at the elementary, junior high school, high school, and school district or attendance area cone levels. Teacher/counselor/administrator/and district administrative assessment questionnaires and profile sheets for the building level and overall district will also be available.
2. A refined set of goals and objectives for career education in Utah.
3. Pre- and post-assessment instruments designed to measure administrators' knowledge of career education concepts and competency for giving leadership to the implementation of career education.
4. Implementation strategies or models that will enable urban, suburban, small city, and rural districts in Utah to systematically implement career education.

A number of planned workshops provide administrators/teachers/counselors with improved knowledge of career education concepts and competencies for effectively carrying out their respective roles in career education. A 2-day career education workshop for administrators has been tentatively planned for October 15 and 16, 1976. Numerous teacher/counselor workshops will be held in project districts during the year. A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Teachers, Counselors, Administrators	
Type of Area Served:	Urban, Suburban, Small City, and Rural Districts	
Number of Persons Served:	K-6:	5,900
	7-9:	3,250
	10-12:	1,625

	Teachers	
	K-6:	236
	7-9:	130
	10-12:	65
	Counselors:	35
	Administrators:	49
Minority Groups Served:	Chicano: 1-2%	
	Other: Less than 1%	
Special Populations:	Handicapped: Less than 1%	

Project: Learning for Living
Bennington, Vermont

Project Director: John E. Murray
Project Director
Learning for Living
604 Main Street
Bennington, Vermont 05201

Grant Award from Career Education Program for 1975-76: $100,000

Grant No. G007503731

Participating Institutions:
Southwest Vermont, Supervisory
Windham Southwest, Supervisory
Rutland Southwest, Supervisory

MAJOR OBJECTIVES:

1. All participating schools will have achieved category one of the U.S.O.E. Career Education Incremental Categories by October 1, 1975.

2. All participating schools will have achieved category three of the U.S.O.E. Career Education Incremental Categories by June 30, 1976.

3. A handbook composed of materials, activities, processes, models, etc., generated by the project, will be developed and disseminated to all State Departments of Education, all school Districts of Vermont and E.R.I.C.

4. Career Education Curriculum will be developed organically in that teachers will be encouraged to develop their own ideas. Project money will be available for such endeavors.

5. Project evaluation will be formative as well as summative.

PROJECT ACTIVITIES:

There will be thirteen hours of in-service workshops for teachers. Summer workshops and other experiences will be planned and implemented by teachers.

There will be real-life work experiences for students.

Tutorial sessions will be organized utilizing adult volunteers. Tutorial sessions will focus on survival-enabling skills and tutors will be matched to students according to the student's career interests and the tutor's experiential background.

Teachers will develop personal plans of action relative to career education in the classroom.

Vocational centers will instruct academic teachers relative to the occupational clusters being taught to students.

Advisory Committee Meetings will be held on a monthly basis to assist formative evaluation.

Guidance Departments will be trained so they may be more effective in assisting students and their parents with career planning.

Local Project Coordinators will serve as facilitators of career education activities in the classroom (field trips, speakers, etc.)

EVALUATION:

Evaluation will be conducted by the Project Director and Coordinators in conjunction with the project advisory Committee and an evaluation consultant. The evaluation plan, adapted from the P.D.K. National Study Commission on evaluation is as follows:

1. Context Evaluation - provides a rationale for choice of objectives; defines the relevant environment; describes the desires and actual conditions pertaining to that environment; identifies unmet needs and unused opportunities and diagnoses problems that prevent needs from being met and opportunities from being used.

2. Input evaluation - provides information for determining how to utilize resources to meet program needs.

3. Process evaluation - provides feedback to persons responsible for implementing plans and procedures.

4. Product evaluation - to measure and interpret attainments as often as necessary during the project time.

COMMUNICATION:

Products available at the end of the project include a handbook composed of materials, activities, processes, models, etc., generated by the project. This will be available in May of 1976.

Descriptive project literature will be available by September 1, 1975.

The final evaluation report will be disseminated to all State Coordinators of Career Education.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students, Parents
Type of Area Served:	Rural
Number of Persons Served:	7,090 students
Minority Groups Served:	Black: 1%
Income Distribution:	$5,000 - $10,000: 70%

Project: The Incremental Improvement of a Division-Wide Career Education Program

Bedford County Public Schools, Bedford, Virginia

Project Director: Charles A. Patsell
Supervisor of Career Education
Bedford County Public Schools
Box 748
Bedford, Virginia 24523
(703) 586-1045

Grant Award from Career Education Program for 1975-76: $99,449

Grant No. G007503400

Participating Institutions: Bedford County Public Schools
University of Virginia

MAJOR OBJECTIVES:

1. Students will be equipped with career decision-making skills, job hunting skills, job-getting skills, and job-retaining skills.

2. Teachers will be prepared to utilize proper educational technology for gathering, processing, and disseminating knowledge required in the teaching-learning process.

3. Teachers will be prepared to develop instructional materials that help make all subject matter more meaningful and relevant in relation to a career education thrust as part of a division-wide effort.

4. Teachers will make use of personnel from the business-industry-labor community and other agencies as education resource persons in the educational system's total instructional program.

5. Guidance personnel will acquire the "know=how" to participate in part-time and full time placement programs and follow-up studies of former students.

6. Guidance personnel will develop the capability to serve in a liason position with other educational personnel in the school and the business-labor-industry community.

7. Parents, the business-industry-labor community, and other agencies will assist in developing and implementing a comprehensive career education program in the Bedford County Public Schools.

8. Parents will be helped to recognize that their attitudes toward work and education act as powerful influences on the career development of their children.

9. Bedford Public Schools will develop a coordinated comprehensive K-12 career education program by combining the activities of the Title III, the part D Exemplary, and the Incremental Projects.

PROJECT ACTIVITIES:

Previous career education programs, (Exemplary part D project, Career Education Now, and Title III, Career Education through Instructional Television), will continue to be used to attain student objectives. The major thrust of this program will be to fuse existing elements of career education already present in the school program with emerging concepts of career education. Emphasis will be an attempt to strengthen and improve various elements of the Bedford County Career Education program toward developing and implementing a comprehensive K-12 Career Education model.

In-service for teachers, administrators, and ancillary personnel will provide the vehicle for training in proper utilization of educational technology and developing instructional materials related to career education. The University of Virginia has agreed to provide two in-service courses for fifty selected key personnel. These people will form a nucleus of resource people within each school. In addition, in-service in career education will be provided throughout the year at school sites for various faculties.

Seminars for personnel will be conducted by project personnel and other consultants. A three-day seminar for administrators and supervisors on administration and implementation of career education will be completed plus an intensive one-day workshop for librarians on their role in the program. Guidance personnel will also be involved in the workshop to reorient them in their role in placement and provide them with the orientation to serve in liaison positions with other educational personnel, their respective schools, and school communities.

The Vocational Guidance Counselor and Group Guidance Coordinator will work with local businesses, labor, and industry to bring about better cooperation and understanding between the educational system and these organizations. Parents will be aided in understanding their role in their childs' career development through a series of mini courses planned and conducted by the Group Guidance Coordinator. The personnel from this project will also serve as consultants for other personnel in their respective efforts twoard career education.

The Supervisor of Career Education will provide coordination for the comprehensive K-12 career education program. The person in this position reporting directly to the Director of Instruction will be responsible for coordinating existing programs and lead in efforts to tie all projects into one concerted effort. Their supervisor will work throughout the system and with all personnel in program implementation. The Supervisor of Career Education will also be responsible for project evaluation.

EVALUATION:

The possibility of selecting a control group among pupils or staff is not feasible because Bedford County has been formally involved in Career Education programs for two years with many components of the program prior to that. An attempt will be made to establish a continuous process of evaluation from two types of procedures, an in-house evaluation and a third party evaluation.

Objective 1: The in-house evaluation will be obtained from monthly reports by personnel in the career education programs and combined with student data available from other services to generate evaluation data. A system will be established by which every secondary school will report such information as academic failures, attendance, drop-outs, and discipline problems.

Objective 2: A third party evaluator will be selected to assist in acquiring, analysing, and interpreting program outcomes, student outcomes, and instructional personnel outcomes. Evaluation questions will be addressed to these three areas of concern. Those areas that are not covered in the design instrument presently used will be included in a new design that will apply to the entire career education program.

COMMUNICATION:

At the end of the project a color slide/filmstrip presentation will be developed for distribution to each State Department of Education and all school systems requesting information.

Printed material such as teachers' guides or activity booklets will be available following validation on a cost of production plus postage basis.

Visitors from other school systems will be invited to view the total program on periodic visitation dates during the school year. These will be arranged in cooperation with the Virginia State Department of Education. Project personnel will also be available as consultants to other systems in the area.

A radio program is also planned in cooperation with the local station. This service to the parents of the children in the school system will focus on and feature different careers.

Periodic program progress reports will also be furnished the state department of education, colleges, and other school systems requesting this information.

A descriptive brochure explaining the various components of the total career education effort will be developed. This will be given wide distribution.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: K-12 Students; Parents; Teachers; Counselors; Administrators; Librarian; Business Industry Persons; and Labor

Type of Area Served:	Rural; Small Town; and Suburban	
Number of Persons Served:	K-7	5,132
	9-12	3,400
	Counselors	12
	Administration	29
	Other Staff	11
	Parents	12,000
	Teacher	438
	Business/Industry	102
Minority Group Served:	Black: 21%	
Income Distribution:	Under $5,000	38%
	$5,000 - $9,999	39%
	$10,000 - $14,999	16%
	$15,000 - $19,999	5%
	$20,000 or more	2%
Special Populations:	Handicapped:	11%
	Gifted and Talented:	5%

Project: Exemplary Incremental Quality Improvement State Plan for Career Education
Olympia, Washington

Project Director: Mr. Richard R. Lutz
Supervisor, Career Education
Office of the State Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504
(206) 753-1544

Grant Award from Career Education Program for 1975-76:
$296,340
Grant No. G007503742

Participating Institutions: State of Washington local school districts

MAJOR OBJECTIVES:

1. To assist local school districts in establishing their current level of performance on 14 categorical incremental quality improvement objectives and determining a desired target level.

2. To increase teacher in-service in career education through use of the career education teacher mobile in-service program.

3. To increase and improve teacher in-service in career education through career education television tapes, study guides, and resource personnel.

4. To develop a transportable model of IQI methods for maximum attainment of the 14 categorical IQI objectives as outlined in the Propose Washington State Plan for Career Education for handicapped, disadvantaged, and gifted students.

PROJECT ACTIVITIES:

This project is designed to meet the variety of individual needs of local school districts K-12. The effort is based upon the Washington State Board goal that says "each individual should be prepared for his or her next career step." The attainment of this goal for the purposes of this grant is contingent upon the implementation of the Proposed Washington State Plan for Career Education.

The State Plan itself is broken into three sections. The first section contains the definition, responsibilities, and parameters of career education. The second section is designed to incrementally improve the career education services of the office of the State Superintendent of Public

Instruction. The third section of the State Plan is an incremental quality improvement guide and plan for local school districts. The main thrust is to determine status of each local school's career education effort and then determine where they want to be and provide the local districts the services necessary for them to attain their goals.

The particular role of the state which this plan would strengthen is that of providing assistance in the areas where incremental quality improvement is most widely needed. The key to doing so is the rapid and effective implementation of the innovative procedure for identifying incremental quality improvement objectives which the state has developed. This procedure is built upon the assumptions that:

1. A means for identifying incremental improvement needs at the local level is required.
2. This identification must reveal both actual and desired status in specific areas.
3. Incremental improvement needs must be identified within a number of specific, meaningful areas (staff development, community support, etc.).
4. A periodic, rather than a one-time look, at actual and desired status is important.

The implementation of this procedure provides a basis upon which the Superintendent of Public Instruction Career Education Division can intelligently focus existing approaches and determine priority areas of need for new resources.

EVALUATION:

Objective 1:

a. Pilot test IQI categories
b. Administer questionnaire to all school districts to determine their desire to be involved in IQI procedure.
c. Administer and monitor IQI process in those participating districts to determine their success at attaining IQI levels.

Objective 2:

a. Interview operators and users of present mobile in-service program.
b. Monitor new mobile in-services to determine usage and relevance to IQI school district program.
c. Take a stratified random sample of users to determine effectiveness of mobile inservice.

Objective 3:

a. Interview users of first six programs to develop "bench marks" for the six new television in-service programs.
b. Develop a stratified random sample of television in-service users to determine effectiveness of programs, study materials, and relationship to school district IQI effort.

COMMUNICATION:

The State Plan for Career Education and its IQI components will be mailed to all states prior to December 15, 1975, along with a brochure explaining objectives.

Upon completion of the project, all States will receive a synopsis of the evaluation of objectives.

Due to the statewide nature of the project, continual information will be given to all school districts via the state education newspaper Your Public Schools and at ESD career education conferences.

A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 and Business; Industry; Labor; Professionals and Parents	
Type of Area Served:	State of Washington	
Number of Persons Served:	Students K-12:	785,457
	Professional Educators:	41,224
Minority Groups Served:	Indian:	2.0%
	Oriental:	1.7%
	Mexican-American:	2.2%
	Black:	2.8%
Special Populations:	Handicapped:	29,262
	Gifted and Talented:	1,358

Project: Career Education; The Comprehensive Curriculum
Cashmere, Peshastin-Dryden School Districts; Cashmere, Washington

Project Director: Ms. Bernadette Griffith
Career Education Office
Cashmere School District
210 S. Division
Cashmere, Washington 98815
(509) 782-1950

Grant Award from Career Education Program for 1975-76:

$93,008

Grant No. G997502304

Participating Institutions: Cashmere School District
Peshastin-Dryden School District

MAJOR OBJECTIVES:

1. All certified personnel of the two districts will be involved in the development and utilization of program goals, sequential course goals, and measurable student objectives, based on career education concepts at each grade level, and across all disciplines of study (first year - language arts and social science staff), and where necessary, will develop and implement new learning experiences that correlate discipline areas to newly established goals and objectives.

2. All students, grades K-12 in the two districts, will participate in instructional activities that provide them with experiences that will contribute to their career development; and at least fifty percent of a randomly selected group, who have been identified as lacking educational motivation, will demonstrate a positive shift in enthusiasm for school.

PROJECT ACTIVITIES:

During July and August 1975, a Program Goals Committee, consisting of representatives from the community, parents, students, and teachers will meet and adopt program goals for each school district served by this project. This committee will be devoted to working toward agreement on a statement of philosophy and orientation, planning, and familiarization with both the Goals for Washington Common Schools and the eight elements of career education, i.e. Appreciations and Attitudes, Self Awareness, Decision Making, Educational Awareness, Career Awareness, Economic Awareness, Skill Awareness, Beginning Competence and Employability Skills.

August 1975 will see twenty-seven certified staff (all members of the language arts and social science departments for grades 7-12 and a representative from each grade level K-6) involved in a one-week workshop designed to begin the development of course goals, instructional goals, student objectives, and classroom activities to meet the program goals of each district. Throughout the 1975-76 school year, curriculum from both the language arts and social science areas K-12 will be assessed and revised where necessary to make it relevant to the newly established goals. A steering committee will be responsible for monitoring the scope and sequence of the curriculum for balance and to eliminate redundancy or repetition.

As goals, objectives, and classroom activities are developed throughout the school year, they will be added to the working copy of the K-12 curriculum guides for language arts and social science.

EVALUATION:

Evaluation will be conducted both internally by project staff and by a third party evaluator.

Objective 1: By the end of the 1975-76 school year, working copies of comprehensive curriculum guides for language arts and social science, K-12, will be developed, edited and disseminated to teachers in both districts.

Objective 2:

a. Each student, grades K-3, will take part in individual student/teacher interviews. Parents will be invited to participate. A questionnaire will be administered to students, grades 4-12. The interview format and questionnaire are locally constructed instruments and will be administered in May 1976.

b. An adapted version of The Career Education Scale - Student, devised by Joseph G. Fraund to assess occupational knowledge, will be administered to all students grades 4-12 on a pre- and post-basis, September 1975 and May 1976.

c. Data concerning absenteeism, tardiness, and academic achievement of eighty randomly selected students (5%), K-12, will be collected, and in May 1976 compared to similar data from previous school years. (The Stanford Achievement Test will be administered to the target students. Results will be compared to their scores of the previous year.)

d. The project staff, with assistance from guidance personnel in the two districts, will utilize an adapted version of the Florida Taxonomy of Affective Behavior in systematically observing students in the target group. The adapted FTAB will allow the observation and recording of the affective behavior of students and will relate particularly to the areas of "receiving" and "responding." Students will be observed in October, February, and May while participating in two types of activities for comparison purposes: an activity involving career education concepts and an activity unrelated to career education, both within the same subject matter area.

e. The Parent Opinion Survey by LaVene A. Olsen will be sent to the parents of every student in the two school districts in May 1976.

COMMUNICATION:

Curriculum guides for language arts and social science disciplines K-12 consisting of program goals, course goals, instructional goals, student objectives and classroom activities that relate to the eight elements of career education will be available June 1, 1976.

The final evaluation report prepared by the third party evaluator will be available in July 1976.

Both of these documents will be distributed free to all State Career Education Coordinators, the U.S. Office of Education, and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Parents; Community
Type of Area Served:	Small Town/Rural
Number of Persons Served:	K-5: 575
	6-8: 400
	9-12: 478
	Parents: 750 families
Minority Groups Served:	American Indian: 2%
	Mexican American: 2%
Income Distribution:	21% of families meet the Title I eligibility criteria
Special Populations:	Handicapped: 5%
	Gifted: 2%

Project: Effecting Incremental Quality Improvement of Career Education in a Consortium of Selected K-12 School Districts
Wisconsin Department of Public Instruction, Madison, Wisconsin

Project Director: Robert S. Meyer
Career Education Consultant
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-7987

Grant Award from Career Education Program for 1975-76:

$236,947

Grant No. G007503906

Participating Institutions: The Wisconsin Department of Public Instruction
The Public School Districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan and Watertown, Wisconsin

MAJOR OBJECTIVES:

1. Assessment and evaluation models will be developed and validated, using all members of the consortium in testing and validating.

2. Segments of existing programs or new programs within the consortium will be identified as demonstration units for the various facets of career education.

3. Each member school will raise its level of implementation of career education by at least two categories as measured by amended USOE criteria.

4. Products and processes developed during the implementation of career education strategies by member schools and the State Education Agency will be disseminated both in-state and out-of-state.

5. In addition, each school district in the consortium has its own set of local objectives.

PROJECT ACTIVITIES:

With the help of a half-time on-site evaluator, the consortium will develop a kit of instruments for use by local school systems in assessing their current status and needs and evaluating their progress in career education. Consortium schools and others will be involved in testing and validating these instruments.

Representatives from all consortium school districts will visit each of the districts early in the project to become familiar with each other's programs, and the local project directors will meet together monthly, in accordance with consortium bylaws. Based on this sharing of experiences and strengths, the collective Board of Members of the consortium will be able to assign responsibility to certain member schools for developing demonstration units pertaining to various facets of career education. The SEA's Career Education Consultant will serve as the coordinator of the consortium.

Each member school district, having estimated its level of implementation based on amended USOE criteria, will undertake necessary activities to raise its level of implementation by at least two categories during the project year. The instruments developed in meeting the first objective will be used to attain a more accurate measurement of implementation level at the end of the year.

In addition, each consortium school district will undertake activities to achieve their respective local objectives.

EVALUATION:

This consortium project requires both a half-time on-site evaluator and a third party evaluator. Evaluation activities will focus on five areas:

1. Products developed at the consortium level (including the assessment and evaluation kit under objective 1).

2. Consortium processes (including the consortium process itself and the processes used within the LEAs to effect incremental improvement under objective 3).

3. SEA leadership/involvement/support (related especially to incremental improvement under objective 3).

4. General LEA improvement resulting from the project (related to both objectives 2 and 3).

5. Individual LEA objectives (over and above LEA self evaluation).

COMMUNICATION:

Communication activities will include a monthly newsletter addressed to the local career education coordinator in care of the administrator of each school district in Wisconsin, and a quarterly newsletter to each district administrator in Wisconsin and to each State Director/Coordinator of Career Education. Each consortium school will also sponsor or co-sponsor one of five spring regional career education conferences, and the SEA will sponsor a state demonstration fair to share experiences and materials near the end of the project. The kit of tested and validated instruments to assist LEAs

in more accurately measuring status, needs, and progress in career education will be available at the close of the project. An annotated bibliography of materials resulting from the project will be mailed to all K-12 districts in Wisconsin and to all State Directors/Coordinators of Career Education from which they can order free copies of materials of interest to them.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Parents; Educators; and Community
Types of Areas Served:	One large school district and community Two medium sized school districts and communities Four small school districts and communities
Number of Persons Served:	K-6: 38,000 7-9: 15,000 10-12: 14,000
Minority Groups Served:	Native American: 1% Black: 1% Spanish American: 1%
Income Distribution:	Under $5,000 5% $5,000 - $9,999 20% $10,000 - $14,999 50% $15,000 - $19,999 20% $20,000 or more 5%

Project: Career Education Program
Oshkosh Area Schools, Oshkosh, Wisconsin

Project Director: Mr. Joseph Schrage
Career Education Director
Oshkosh West High School
375 N. Eagle Street
Oshkosh, Wisconsin 54901
(404) 235-8750

Grant Award from Career Education Program for 1975-76:

$39,650

Grant No. G007502309

Participating Institutions:
University of Wisconsin-Oshkosh
Oshkosh Chamber of Commerce
Associated Industries of Oshkosh

MAJOR OBJECTIVES:

1. Provide students in grades K-12 of the Oshkosh Area School District with an increased number of career education learning experiences which capitalize on and exploit the career implications of the various subject areas.

2. Provide our students with an increased number of career education experiences which capitalize on available community business, labor, and industry resources.

PROJECT ACTIVITIES:

During the fall of 1975, an intensive and articulated K-12 staff in-service training program will be developed for 100 teachers which will be directed toward developing a philosophical base for program support and improving teacher competence in the application of career education methods and materials in the instructional program.

Eight counselors will be identified to enter the project at its inception and will audit all teacher in-service training sessions, perform basic functions required in a community resource guide development, and carry significant evaluative and writing responsibilities at the conclusion of the project. They will also develop a model for the Counselor's Role In Career Education.

All participants in the project will also be involved in developing and carrying out a coordinated identification and use plan for community business-labor-industry resources.

EVALUATION:

Objective 1: Students will be pre-tested in September and post-tested in May using Boxscore, published by Chronical Guidance Inc., to show the career information held by a student before and after completing a course of study. We will also monitor the volume of career education experiences offered to the students as well as the use of career education media resources.

Objective 2: We will log the flow of community resource personnel into the schools and the flow of students to community based career education experiences. Pre- and post-surveys to assess attitudinal changes will be used with participating faculty members and our community advisory board. Subjective and objective evaluations by supervising personnel will be filed with the district administrator as well as a third party evaluator.

COMMUNICATION:

There will be a one-half day system staff in-service in January for project progress report.

There will be a one day evaluation and dissemination workshop in April for project participants, involved community groups, and participants from other school systems.

There will be production of three guides to be available for wide area distribution beginning July 15, 1976.

- Teacher Career Education In-service Training Model with an evaluation section.
- Community Career Education Resource Guide with a procedure Model.
- Model for Counselor Role In Career Education Programs.

A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Faculty	
Type of Area Served:	Urban and Rural	
Number of Persons Served:	K-5:	4,541
	6-8:	2,424
	9-12:	3,348
Minority Groups Served:	Black; Indian:	2%
Income Distribution:	Under $5,000	8%
	$5,000 - $9,999	16%
	$10,000 - $14,999	38%
	$15,000 - $19,999	28%
	$20,000 or more	10%
Special Populations:	Handicapped:	6%
	Gifted and Talented:	3%

PROFILES OF PROJECTS IN CATEGORY 2

Effective Methods and Techniques:

Senior High, Community College, University Settings

Project: A Project to Implement an Articulated Career Education Program in the Classroom, Grades 7-12
Davis Joint Unified School District, Davis, California

Project Director: Mr. Don Dachner
Career Education Specialist
Davis Senior High School
14th and B Streets
Davis, California 95616
(916) 756-3131 Ext: 35

Grant Award from Career Education Program for 1975-76:

$68,648

Grant No. G007502308

Participating Institutions:
Davis Senior High School
King Continuation High School
Holmes Junior High School
Emerson Junior High School
University of California/Davis
City of Davis governmental agencies and business/industry

MAJOR OBJECTIVES:

1. To maximize community resources by soliciting their help in planning and implementing career-oriented experiences for Davis school students.

2. To implement an articulated plan to infuse career education into the grades 7-12 instructional program.

3. To make learning more relevant to lifestyles and career goals.

4. To provide a model for planning and implementing career education.

PROJECT ACTIVITIES:

Forty hours of paid or released time will be provided for in-service training for 17 teachers and counselors. These persons will become versed in career education concepts, will plan and implement a process of infusing career education concepts into their instructional program, and will act as "movers" in their schools to promote and help conduct in-service for fellow teachers during the 1976-77 school year.

Forty hours of released time will be provided for 8 counselors or teacher-counselors to develop an articulated career-oriented and self-assessment testing and guidance program for students, grades 7-12.

Provision has been made to establish a career center at each participating school, plus a District center to house materials which might be shared by more than one school. Instructional aides will be hired to man the centers.

A media development class will produce A/V materials for the career centers, utilizing local resources. Enrollment will be open to students from all participating schools.

In order to provide transportation for the media development class, field trips, and visitations for students, an 8-passenger mini-bus has been obtained on a lease-purchase plan.

Emphasis in the staff development component of this project will be to encourage staff to use community resources as an integral part of their instructional program. A major responsibility of the Career Education Specialist will be to bring the school and community together.

EVALUATION:

An evaluation process has been written into this project for each objective. Provisions have been made to employ an outside evaluator to assess the success in meeting these objectives and to provide direction for the 1976-77 school year.

COMMUNICATION:

We intend to communicate our approach, successes, and failures via the preparation of a tape and packet of pertinent written materials. The tape would tell the story in narrative form and invite a response. It is felt that this kind of communication is more personal than the letter and will pass more information in less time.

Our district is located 14 miles from the California State Capitol. Arrangements will be made to accommodate visitations.

The project director is a member of a team, selected by the State of California Task Force in Career Education, which is being trained to conduct in-service training for an assigned district in Northern California during the 1975-76 school year. This activity will provide the opportunity to communicate our project's activities and to disseminate information provided by our State Department, USOE, and other educational institutions.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Students, 7-12; Teachers; Counselors; Administrators; Business; UCD and City of Davis Communities.	
Type of Area Served:	Predominately upper middle class white university and state worker small urban community.	
Number of Persons Served:	Students, 7-12:	391 (minimum)
	Teachers:	17
	Counselors:	8
	Administrators:	6

Minority Groups Served:	Spanish surname:	4.7%
	Black:	1.1%
	Chinese, Japanese, American Indian:	2.8%
Income Distribution: (Davis Chamber of Commerce questionnaire, 4/75)	Under $6,000:	21.9%
	$6,000 - $7,999:	8.3%
	$8,000 - $9,999:	7.9%
	$10,000 - $14,999:	16.7%
	$15,000 - $19,999:	12.3%
	$20,000 - $29,999:	12.8%
	$30,000 or more:	6.0%
	(no response):	15.2%

Project: Demonstration Senior High Schools, a Consortium Effort
Florida Department of Education, Tallahassee, Florida

Project Director: Dr. Margaret Ferqueron
Director of Career Education
Florida State Department of Education
Knott Building
Tallahassee, Florida 32304

Grant Award from Career Education Program for 1975-76:
$125,000
Grant No. G007502128

Participating Institutions:
Broward County Schools
Orange County Schools
Pinellas County Schools

MAJOR OBJECTIVES:

This project will establish three demonstration senior high schools which will:

1. Provide visitation opportunities for local, state, and national educators desirous of viewing proven career education methods and techniques.

2. Disseminate upon request information concerning the demonstration centers, including descriptions of model components and sample curriculum materials.

PROJECT ACTIVITIES

With assistance from federal and state funding since 1972, Broward, Orange, and Pinellas Counties have directed a concentrated effort toward providing a systematic program of career education, K-14 and beyond. While progress at the senior high school level has not equalled that achieved at the elementary and middle/junior high school levels, many of the components of career education have been incorporated into some aspects of the instructional program in approximately 21 high schools across the three counties.

As a result of these efforts, many of the components of career education at the high school level are demonstrable within the individual districts. However, because the efforts have been scattered and diverse, there is a need for coordination among the districts in order to demonstrate an operable comprehensive model. The three counties have formed a consortium for demonstrating the most effective methods and techniques in career education at the senior high level.

The tri-county consortium will direct efforts at meeting its objectives by (1) demonstrating immediately those components of the career education model which are operable in each of the identified centers; and (2) adding and demonstrating needed components of the career education model to the proposed centers which are operable in other schools within the respective districts and other districts within the consortium.

EVALUATION:

Objective 1: By completing a pre-and-post visitation attitude survey, visitors to the demonstration site(s) will demonstrate more positive attitudes toward career education at the senior high school level. Through completion of a questionnaire, all visitors to the site(s) will be able to: (a) demonstrate awareness of career education at high school levels by listing the components of the high school model, (b) describe the major elements of at least one of the components observed, and (c) identify demonstrated components having potential for application in other schools.

Objective 2: A brochure describing the consortium demonstration effort will be prepared and circulated to: (a) all high schools within the state, (b) all State Departments of Education within the Nation, and (c) all participants of the 1973-74 career education mini-conferences, and all persons receiving CE grants from USOE in 1975.

A pre-orientation package describing the consortium effort in career education at the high school level will be developed and distributed to all persons indicating an interest in visiting the demonstration centers.

A slide-tape program of orientation which focuses upon the consortium effort, K-14, and the components of the operational model for career education at the high school level will be developed and utilized with all visitors to the demonstration centers.

All visitors to the demonstration centers will have opportunities to see the career education components in operation and to talk with administrators, teachers, and students.

Materials describing the components of the operational model and curriculum samples will be given to all visitors and distributed to all persons submitting written requests for cost of reproduction.

COMMUNICATION:

Information concerning the project and invitations to visit - along with a visitation schedule - will be mailed to interested parties in September.

A Consortium Newsletter will be published and disseminated quarterly. (October, January, April, and July)

Specific information relating to the work of the Consortium will be sent upon request to any State Consultant for Career Education, USOE personnel, CE Project Directors, and other institutions receiving CE grants.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	9-12 Students; Teachers; Counselors; Administrators; Occupational Specialists; and Curriculum Assistants
Type of Area Served:	Urban and Suburban
Number of Persons Served:	K-6: Demonstration Schools in all Counties 7-9: Demonstration Schools in all Counties 10-12: 14,363 Students & School Personnel 3 Counties
Minority Groups Served:	Black: 14.5% Oriental: .5% Puerto Rican: .5% Spanish Surname: 3.0%
Income Distribution:	Under $5,000: 20% $5,000 - $9,999: 25% $10,000 - $14,999: 30% $15,000 - $19,999: 20% $20,000 or more: 5%
Special Populations:	Gifted: 5% Handicapped: 7%

Project: New Hampshire High School Career Education Model
Keene State College, Keene, New Hampshire

Project Director: Mr. Orrin Laferte
Career Education Project Director
Keene State College
Main Street
Keene, New Hampshire 03431
(603) 352-1909

Grant Award from Career Education Program for 1975-76:

$177,034

Grant No. G007502125

Participating Institutions:
New Hampshire State Department of Education
Contoocook Valley Regional High School, Peterborough, NH
Kearsarge Regional High School, North Sutton, NH
Merrimack Valley Regional High School, Penacook, NH
Plymouth High School, Plymouth, NH

MAJOR OBJECTIVES:

1. The State Department of Education will utilize a systematic approach to development of career education at the high school level.

2. Each high school will develop and install a career education infused curriculum in at least one curriculum area and with its counseling department. A model for such infusion shall also be documented.

3. Such structural changes shall be made in the comprehensive high school program as to significantly increase school to community and also community to school interflow. A model for effecting such change will be documented.

PROJECT ACTIVITIES:

The purpose of this project is to improve the quality of and to demonstrate the most effective methods and techniques of career education at the secondary level in four high schools in the State of New Hampshire.

The project is being administered through a partnership between the New Hampshire State Department of Education, Keene State College, and the four selected local education agencies, with Keene State College acting as the administrative agent. The four high schools that will take part in developing the model are:

1. Conval Regional High School: Peterborough, New Hampshire
2. Kearsarge Regional High School: North Sutton, New Hampshire
3. Merrimack Valley Regional High School: Penacook, New Hampshire
4. Plymouth High School: Plymouth, New Hampshire

A central staff based at Keene State College, made up of a Director, Curriculum Infusion Coordinator, Guidance Community Involvement Coordinator, and two graduate interns, will work with selected staff members of the four districts to develop a model on paper of an "ideal" career education program at the high school level and a way of assessing a school's position and progress towards achieving this model. Each of the four schools will then be placed on the continuum, and a plan of action for the year for each will be developed.

Professional working groups in each school will work out curriculum infusion processes for career education in one selected academic area, a systematic guidance program based on the New Hampshire Guidelines for Career Guidance, and a system for increased school-community student-adult interflow.

EVALUATION:

Objective 1: External and internal process and product evaluation will be an on-going part of the project. A third party evaluator is to be contracted to monitor progress towards development of the conceptual model for high school programs using the systematic development process. The external evaluator will further monitor the evaluation of that model by using nationally recognized experts in the field for critique of the model and by the local agencies using the model profile. Internal evaluation of the model is built in through the participation of all agencies and populations in its development.

Objective 2: The external evaluator will monitor the progress of each school in completing the two infused curricula for which it is responsible. Evaluation of the curricula will be based on field test results reported by teachers utilizing the materials. The infusion process devised by the project central staff will be evaluated further by the participating working committees in the four schools.

Objective 3: The structural changes which take place to increase school community interflow will be documented by the project staff. The third party evaluator will verify the pre-program to post-program changes.

Participants in all phases of the project are to be seen as learners moving thorugh a change process. The movement which each population involved in the process makes towards realization of the "ideal" will be documented and verified by the external evaluator. Because of the focus on deliberate and systematic movement, no student product data will be collected during this program year as it is regarded as premature to expect significant results at that level.

COMMUNICATION:

Expected products of the project are:

a. A model of an "ideal" high school career education program with a system for developing a profile of a high school's progress towards this ideal.

b. Four examples of existing schools moving from a predetermined set of points on the profile to other points on it with the methods used and evaluation of the efficiency of each.
c. Dissemination workshops held in each of the four locales to acquaint surrounding communities with the model and to instruct them in the procedures which proved to be most suitable in moving towards successful implementation of the model to be held in May and June 1976.

A document describing the ideal program and the profiling system should be available by January 1, 1976. This document, however, should be updated based on experience during the program year for the final report.

The four curriculum sets will be available in June 1976.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Grades 9-12; Teachers; Counselors; Administrators; Parents; Business/ Industry Persons; Labor	
Type of Areas Served:	Rural; Small Town; Suburban	
Number of Persons Served:	Teachers:	20
	Counselors:	8
	Administrators:	12
	Placement Personnel:	4
	Parents:	10
	Business/Industry:	10
	Labor:	5

Project: Secondary - Post Secondary Career Education Program Articulation
State Department of Education, Division of Vocational Education
and Community Colleges - Montgomery, Alabama

Project Director: Mrs. Anita Barber
Career Education Coordinator
State Department of Education
Rm. 815-State Office Bldg.
Montgomery, Alabama 36130
(205) 832-3557

Grant Award from Career Education Program for 1975-76:

$100,000

Grant No. G007502349

Participating Institutions:
Bessemer Technical Institute
Chattahoochee Valley Community College
Jefferson State Community College

MAJOR OBJECTIVES:

1. To demonstrate effective utilization of practices, methodologies, techniques, and materials with high potential for success for career education concept implementation at the senior high school and post-secondary levels by:
   a. Identifying, documenting, and implementing effective methodologies, techniques, and materials by grade level and subject matter.
   b. Incorporating career education concept implementation activities by subject area.
   c. Providing ready access to occupational and educational information and community resources.

2. To demonstrate an effective model for the articulation of career education programatic techniques involving two postsecondary institutions, an area vocational center, and six feeder high schools.

3. To demonstrate dissemination, feedback, evaluation, and transportability components of effective senior high and postsecondary career education programs.

PROJECT ACTIVITIES:

After the selection of LEA/institution career education committees, available materials will be examined for utilization by instructional areas. This material will be reviewed and revised if necessary, and new materials will be developed where required. Sufficient copies of available materials for teachers of specific subjects will be duplicated. A continuous assessment of materials and methodologies will be conducted.

A person will be selected from each LEA/institution to serve as a member of an Informational Resource Committee. The committee will catalog existing informational resources by grade level and develop new informational resources to encompass local, state, and national availability. Sufficient copies of lists of available informational resources will be distributed to teachers. Also, one person will be chosen from each participating LEA/Institution to serve as a member of the Community Involvement Committee. This committee will catalog and describe existing community contracts and involvement specifying areas of most worth by subject. Career education instructional materials will be centrally located and made available on a loan basis.

To provide for easy student transition, semi-annual meetings will be conducted for both tenth and twelfth grade students. Students will be provided with a directory of alternatives and plans of procedures for attaining various educational and occupational aspirations.

In-service meetings will be conducted for all faculties as to what preceded and what follows their specific offerings. Teachers will be provided with planning guides for scheduling Career Education activities throughout the year correlated with prior, on-going, and planned curricula offerings.

Catalogs will be provided to all SDEs, all Alabama LEAs, and postsecondary institutions, and to other agencies, institutions and organizations upon request or as denoted by USOE. Also, quarterly progress reports on the projects activities, products, and plans will be developed, published and distributed.

EVALUATION:

Objective 1: A wide range of professionally published standardized assessment techniques will be used in evaluation. Examples of such instruments will include the Assessment of Career Development, Career Development Inventory, Maturity Inventory, and Differential Aptitude Test.

Objective 2: Locally developed standardized assessment techniques will also be used in evaluation. The use of structured interview procedures will prove most useful to evaluation of unique or local questions peculiar to this project. Data concerning reliability and validity of locally produced instruments will be concurrently gathered to insure usability.

Objective 3: All individuals utilizing any service and/or activity within the program proposal will be provided an evaluation response card. On this card, the individual will identify the service provided and/or activity made available. Also, he will rate his perceptions of the adequacy of these services and/or activities in meeting his existing career development needs. Demographic data will also be requested. Data from these response cards will be compiled and analyzed; then a follow-up study will be done. Questionnaires will be mailed to each student having received services through the program. The survey will quantify individual responses to what services were rendered and were these services valuable or helpful.

COMMUNICATION:

Quarterly progress reports on the project will be prepared and distributed nationally as well as interstate. A monthly newsletter is being designed to provide career information to students, business, community and other participating postsecondary institutions along with K-12 demonstration sites.

A statewide career education conference was held August 6, 7, 8, and another is planned for January.

Close coordination is planned with a four year institution and its faculties. In-service training will be a big thrust with all teacher/instructors released from classtime to attend.

An advisory committee of business, labor, parents, and educators will be established and will offer input into the career education program in the form of human and physical resources.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	12-14 Students	
Type of Area Served:	Urban; Small Town; Suburban	
Number of Persons Served:	12-14:	17,622
Minority Groups Served:	Black:	35%
Income Distribution:	Under $5,000:	15%
	$5,000 - $9,999:	20%
	$10,000 - $14,999:	40%
	$15,000 - $19,999:	15%
	$20,000 or more:	10%
Special Populations:	Handicapped:	6%
	Gifted and Talented:	21.5%

Project: Career Life Development Center
Roanoke, Virginia 24015

Project Director: Mr. Dale S. Furbish
Career Life Development Center
Virginia Western Community College
3095 Colonial Avenue, SW
Roanoke, Virginia 24015
(703) 344-2031

Grant Award from Career Education Program for 1975-76:

$78,310

Grant No. G007502123

Participating Institutions: Virginia Western Community College

MAJOR OBJECTIVES:

The Career Life Development Center has defined career development objectives for three different target groups: 1) students, 2) community residents, and 3) professional staff.

1. The school based model is designed to aid the student in attaining:
   a. a sense of educational purpose and personal direction;
   b. self-identification and a clear identification with society;
   c. those cognitive, skill, and affective requirements for a satisfying and productive work and leisure life;
   d. expanded awareness of the world of work and career option;
   e. direction for future education and training; and
   f. effective skill and knowledge in the process of career decision-making.

2. The community based model has as its objectives to:
   a. aid individuals in the development of an expanded awareness of the career options available in the community;
   b. provide direction for future training and education;
   c. provide diagnostic and career counseling service;
   d. develop media to provide relevant career information for the community;
   e. provide referral to agencies and institutions for upgrading employment skills and other education needs;
   f. provide career education services which complement local community agencies; and
   g. provide for career education throughout the span of adolescence to retirement.

3. The objectives related to professional staff are to:
   a. increase staff effectiveness in implementing career education methods, techniques, and approaches; and
   b. acquaint faculty of VWCC with the concept of developmental career education and to demonstrate and make available materials and methods for infusing career education into classroom teaching.

PROJECT ACTIVITIES:

The Career Life Development Center will embrace four components to meet its objectives. First, it will develop and maintain a Career Information Center. This unit will house a wide variety and scope of commercially and locally designed materials to impart information about training and educational opportunities and the nature of specific occupations. These will be presented via printed audio and audio-visual means, and local and national employment trends will be utilized.

A second component will be the development and maintenance of the Diagnostic Center. This facility will administer and interpret various psychometric instruments to members of the school and community target populations upon request. Areas of measurement will include interest, aptitude, and personality variables as they relate to an individual's career.

Group and individual career counseling will comprise a third component. Counseling will be designed to assist the individual in the career decision process and will strive to help him/her realize and explore career alternatives.

A fourth component will involve placement activities. The target population will be limited to the student and will assist him/her to become knowledgeable of opportunities for part-time, vacation, co-operative, and post graduation employment.

To fulfill the objectives related to the professional staff target group, seminars and workshops will be planned and presented. The projected dates will be November 1975 and March 1976. Materials will be presented by professional career educators from Virginia Polytechnic Institute and State University. College faculty and counselors, as well as area high school faculty and counselors, will be invited to participate.

EVALUATION:

The objectives for the three target areas are interrelated. Virginia Western's Office of Institutional Research has identified the following dimensions for the program evaluation:

1. total number of VWCC students and non-students taking advantage of activities and/or services provided through the Career Life Development Center;
2. kinds of career education services requested by students and non-students;
3. attitudinal response rating by those receiving service;
4. demographic data on users of the program;
5. faculty and counselor response rating to the services of the program; and
6. follow-up evaluation of those who have used the services of the program.

COMMUNICATION:

A Career Life Development Manual will be prepared as a guide for those who use the services of the program. It will be available to any interested person.

Cassette audio tapes produced by students and consisting of interviews with members of various occupations will be available to anyone who provides blank tapes.

A summary of the proceedings and outcomes of the two professional staff seminars will be available to anyone upon request.

Information concerning the activities and progress of the project will be regularly communicated to the Virginia Community College System Office of Educational Programs for inclusion in their reports.

An interim and a final report will be prepared and distributed to those directly concerned with the project and also to others upon request.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	11-14; Adult & Continuing Education; Teachers; Counselors; Business/Industry Persons; Labor; and General Community.	
Type of Area Served:	Rural and Urban	
Minority Groups Served:	Black:	11%
	Oriental:	1%
	Spanish Surname:	1%
Income Distribution:	Under $5,000:	20%
	$5,000 - $9,999:	40%
	$10,000 - $14,999:	34%
	$15,000 - $19,999:	5%
	$20,000 or more:	1%
Special Populations:	Handicapped:	1%
	Gifted and Talented:	1%

Project CENTS: Career Education for Non-Traditional Students
Northern Virginia Community College, Annandale, Virginia

Project Director: Dr. Stephen E. Forrer
Extended Learning Institute
Northern Virginia Community College
8333 Little River Turnpike
Annandale, Virginia 22003

Grant Award from
Career Education
Program for 1975-76:
$95,287

Grant No. G007502126

Participating
Institutions: Northern Virginia Community College

MAJOR OBJECTIVES:

1. To develop and design a relevant and functional career development model which describes specifically the non-traditional student* and provides the rationale for the development of specific behaviorally related career skills packages.

2. To meet the career development needs of non-traditional students through the design and implementation of validated career skills packages, thereby increasing the general level of career skills competency of the target population.

3. To increase the number of non-traditional students entering post-secondary education with specific career and job related goals.

4. To increase firmness and specificity of short range and long range career goals in the target population.

PROJECT ACTIVITIES:

The CENTS Project will meet the above objectives through a series of phases as defined below:

Phase I - Needs Assessment and Model Development will be an on-going phase which will initially utilize the findings of previous reports and surveys analyzing career education programs for non-traditional/adult students, reports from ERIC, professional journals, etc.

*For this project, non-traditional students include a rather broad classification, including adults returning to higher education, women, underemployed full time and part time workers, and various sub-populations not previously accessing post-secondary education. This clientele might better be defined by what it is not, that is, the 18-22 year old full time college student.

Further in-depth interviews will be carried out with students and other representatives of the community such as employers, employment services, unions, etc. Efforts will be made to determine exactly which skills are required to interface the world of work and which skills are most deficient within the population addressed. Based on this information a CENTS Career Development Model will be designed.

Phase II - Specification of Requirements. Based on the CENTS Career Development Model, specific package outlines and behavioral objectives will be developed. Each module will be designed to change a specific user behavior. General anticipated skills areas include: self-appraisal, goal setting, decision making, job seeking, exploring the world of work and life/career planning. Thus, the packages will comprise a total life/career education series.

Phase III - Writing. This phase includes the specific development of the Career Education packages. The writing of these packages will follow the guidelines below:

1. All packages will be based on behaviorally stated objectives.
2. All packages will be written in the language of the user.
3. All packages will be self-paced, self-instructional in nature; that is, written to follow time/space free principles.
4. All packages will be written to be as pragmatic as possible. For example, skills taught will be applicable directly to current world-of-work situations, i.e., resume writing, analysis of benefits. The idea being that students may be reinforced by applying this career education skill directly and immediately to their own personal world-of-work.

Phase IV - Field Test and Initial Evaluation and Rewrite will essentially provide the first round information needed for re-writing and re-designing packages. Each package will be piloted on a sample of non-traditional learners large enough to provide for qualitative and quantitative analysis.

Phase V - Dissemination. During this phase, packages will be made available to a wide population, both upon request and upon referral. An initial publicity campaign will be developed through the use of media, mailouts, etc., to announce these packages to the entire 400,000 households in the jurisdiction of the Northern Virginia Community College. These packages will be made available to both students and non-students. Additionally, the availability of these packages will be announced to other institutions.

Phase VI - Long Term Evaluation. Probably the critical phase is the long-term evaluation of the project. Objectives of the project will be evaluated to determine success. Further, qualitative analysis, interview data, manpower data will be evaluated.

COMMUNICATION:

Progress reports will be available to all interested parties. Following the final development of packages, training sessions will be held to instruct as to their use and dissemination.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Adults/Continuing Education	
Type of Area Served:	Urban; Suburban; Small Town	
Number of Persons Served:	Adults: 21,439	
Minority Groups Served:	Black:	6.5%
	Oriental:	1.3%
	Spanish Surname:	1.2%
	American Indian:	.2%
Income Distribution:	$0 - $2,999	1%
	$3,000 - $5,999	2%
	$6,000 - $7,499	3%
	$7,500 - $8,999	6%
	$9,000 - $11,999	14%
	$12,000 - $14,999	15%
	$15,000 - $17,999	14%
	$18,000 - over	45%
Special Populations:	Adults over 30: 49%	

Project: Comprehensive Career Education in a University Setting
The University of Alabama

Project Director: Dr. Donald A. Casella
Office of Career Development
P. O. Box 1423
University, AL 35486
(205) 348-7213

Grant Award from Career Education Program for 1975-76:
$274,412

Grant No. G007502124

Participating Institutions: All Divisions of the University of Alabama.

MAJOR OBJECTIVES:

Simply stated, the basic problem is: too many students are disoriented in their career development. While educators need not be asked to take total responsibility for this, they can do their part to help solve the problem. There are many component concerns which together constitute the basic problem. Some of these are:

1. Grasping relationships between the classroom and the world of work
2. Forming and testing work values
3. Developing transferable academic skills
4. Developing critical career skills
5. Developing a career self-concept
6. Securing accurate and current career information
7. Overcoming inequality of career opportunity

Negatively stated, these needs outline the PROBLEM. Positively stated, they express the GOALS (Intended Outcomes).

PROJECT ACTIVITIES:

A strong feature of the comprehensive program is its decentralized approach, whereby specific objectives and procedures are developed by indigenous personnel within the Colleges and Departments. This approach promotes diversity of values, while helping to engender motivation, autonomy, and on-going responsibility.

ACADEMIC MAINSTREAM SYSTEM:

7 Funded Academic Infusion Programs in Humanities, Sciences, Social Sciences, Pre-Major Studies, Education, Home Economics, and Commerce

6 Associated, Non-Funded Programs in Engineering, Communication, Social Work, New College, Cooperative Education, and Health Careers

PROFILE OF PROJECTS IN CATEGORY 3

Special Segments of the Population:

Handicapped, Gifted and Talented, Minority and Low Income Youth, Female Youth

Project: Living Skills Center For the Blind
Frederic Burk Foundation for Education, San Francisco State University

Project Director: Dr. Philip H. Hatlen
Professor of Special Education
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
(415) 469-1080

Grant Award from
Career Education Program
for 1975-76:
$199,840

Grant No. G007502394

Participating Institutions:
Contra Costa County Superintendent of Schools Office
California State Department of Vocational Rehabilitation
Center for Independent Living
San Francisco Lighthouse for the Blind
All School Districts in the Greater Bay Area

MAJOR OBJECTIVES:

1. Blind post-secondary young adults residing in California and neighboring states will learn independent living skills and vocational skills which will enable them to choose their life styles, their places of residences, their friends, their leisure time activities, and their occupations.

2. This project will develop a service delivery system and a curriculum guide which will be innovative and unique in the profession of services to the blind and will be worthy of replication.

PROJECT ACTIVITIES:

In California alone, approximately 200 blind students graduate from high school each year. Some of these graduates continue their education at the college level, some obtain employment, and some are placed in extended work evaluation programs. The majority of these young people, however, continue to live at home with no definite future plans.

Several years ago, a group of professional workers for the blind began sharing their concerns for the status of blind high school graduates. Both public high schools and residential schools for the blind were graduating students who had performed well in academic subjects. The future appeared promising for them - many had achieved at a level comparable to their sighted peers. Why, then, were so many of them continuing to live at home? Why were they not employed, or even searching for employment? Why were they not moving out, confidently and independently, beginning lives of their own?

The answers to these questions are complex, but one factor soon became apparent. The stress on academics in schools geared to the sighted had resulted in little or no preparation in independent living skills. The

problems encountered in acquiring basic living skills are unique for the congenitally blind. They have no opportunities to visually observe the countless skills and tasks performed by parents, siblings, and sighted peers which are far removed from traditional academic learning. Many have never cooked a meal, vacuumed a rug, shopped for groceries, or balanced a checkbook, and are in many ways unprepared for independent life in the community.

Six project activities have been identified which should better prepare blind youth for adult life:

1. Orientation and Mobility Skills: Instruction in orientation and mobility in order that the blind learner will be able to travel independently in the environment in which she/he will function.
2. Communication Skills: Instruction in communication skills so that the learner will develop adequate writing, verbal, and listening abilities.
3. Living Skills: Instruction designed to facilitate the blind individual's ability to groom herself/himself, cook meals, clean and care for belongings, manage personal finances, and use whatever facilities (stores, banks, etc.) needed.
4. Social Skills: Instruction and counseling designed to help the blind person experience productive and satisfying interaction with others.
5. Recreational Skills: Instruction designed to increase the repertoire of activities which are satisfying and enjoyable for the learner's leisure hours.
6. Career Education: Instruction in work behavior and exposure to a variety of jobs so that the blind person will have the opportunity to select employment of his/her choosing.

Additional outcomes will be:

1. Demonstration of a unique service for the blind which may serve as a model for others.
2. Development of instructional materials and techniques which may be worthy of dissemination.
3. Development of evaluation techniques. Unique instruments are being developed which will measure baseline living skills performance and document change due to instruction.

The project will be residential and will operate 12 months a year. There will be no classrooms since instruction in independent living skills is best offered individually and in the learner's own apartment and the community.

One of the unique features of this project will be that its physical facility closely replicates independent living in the community. It will not be a school or institutional setting, nor will it operate on the basis of classes or school periods.

The instructional staff will consist of five teachers and three teacher assistants. Two teachers will be specialists in orientation and mobility, two will be living skills teachers and one will be a vocational specialist.

EVALUATION:

Behavioral-based evaluation instruments have been preliminarily developed for the first five activities listed. For Career Education, work has begun on developing a measurable heirarchy of career awareness, selection, training,

and placement. These instruments will be administered on a pre- and post-test basis. Weekly progress reports on all participants will be provided by staff.

The project co-director, an associate professor of special education at San Francisco State University, will be the evaluator.

COMMUNICATION:

A curriculum guide on the development of independent living skills, and a report on successful and unsuccessful placements of graduates will be developed.

Project staff will accept speaking engagements regarding the project whenever feasible. At present, the following presentations have been scheduled:

October 10, 1975: Portland, Oregon
Association for Education of the
Visually Handicapped
Western Regional Conference
Speaker: Dr. Philip Hatlen

October 11, 1975: San Mateo, California
Associated Blind of California
Annual Conference
Speaker: Dr. Philip Hatlen

October 23, 1975: Omaha, Nebraska
Council for Exceptional Children
Nebraska State Conference
Speaker: Dr. Philip Hatlen

Dissemination will also be provided through existing national special education networks.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Grade 13 - Adult	
Type of Areas Served:	All	
Number of Persons Served:	30	
Minority Groups Served:	Black:	10%
	Mexican American:	15%
	Oriental:	5%
Special Populations:	Handicapped:	100%

Project: Career Development Program
Pascack Valley Council for Special Education, River Vale, N. J.

Project Director: Mr. Robert E. Lampert
Director of Special Education
Pascack Valley Council for
Special Education
609 Westwood Avenue
River Vale, New Jersey 07675
(201) 666-4112

Grant Award from
Career Education Program
for 1975-76:
$25,935

Grant No. G007502295

Participating
Institutions: Emerson, Hillsdale, Montvale, Park Ridge, Pascack Valley Regional, River Vale, and Woodcliff Lake School Districts

MAJOR OBJECTIVES:

1. Neurologically impaired students between the ages of 10 and 15 in the Pascack Valley Council Program for Special Education will develop employability skills necessary for initial entry into part-time cooperative training and/or experience placement.

2. Teachers of the Pascack Valley Program will develop increased awareness of career development and will become more proficient instructors in the program.

3. Effective assessment techniques to measure the growth of students in the area of career education will be incorporated and/or developed.

PROJECT ACTIVITIES:

Students in the program will become involved with materials, films, field trips, and simulated work experiences to provide for emotional development needed to sustain employment, preparation for realistic decision-making, and development of performance skills.

The students' activities will cluster around their experiences at the simulation center already in progress. The simulation center is a series of modules in food services, restaurant trades, needle trades, light factory work, office machines, light printing, and retailing. Students spend one day each week at the center.

Throughout the year, teachers will attend 5 major workshops in Career Education, Philosophy, Practices and Methods, Instructional Objectives, Materials, Simulated Work Experiences and Assessment, as well as instruction in the use of many materials.

Assessment material available in the area of Career Development will be reviewed for possible use with handicapped students. The material available will be modified and/or expanded upon where possible for more effective use with Neurologically Impaired students.

EVALUATION:

Objective 1: Students will be pre-tested in the fall to determine the performance level in emotional development, realistic decision-making, and performance ability. Post-testing will be conducted in May to determine the growth of the students. Various types of testing, including informal and formal teacher observation and instructional behavior records, will also be used to determine learner outcomes.

Objective 2: Teachers will be asked to fill out questionnaires during the year to determine acquisition of knowledge and attitude toward the Career Education program. Carry-over of lessons to the classroom in the area of Career Education will be measured on a monthly basis.

Objective 3: All testing material will be reviewed with the teaching and central office staff. The findings of the review will be committed to report form.

The Evaluation Committee, made up of parents, educators, neurologists, psychologists, and members of the industrial community will play a major role in the evaluation of each of the above objectives.

COMMUNICATION:

A. Products

1. Report on the use of testing materials.
2. Instructional objectives evaluation forms.
3. Video tapes in career experiences (not for production).

B. Conferences - 9:00 a.m. to 3:00 p.m.

September 25 - Career Education Philosophy, Practices, and Methods
October 23 - Use of Simulation Center
November - Instructional Objectives
January 22 - Career Education Materials
March - Assesement Techniques in Career Education

C. A complete report of the program and the learner outcomes will be available in August 1976.

Project: Career Education for Handicapped Students
Rensselaer-Columbia BOCES, Castleton, New York

Project Director: Walter Gobel
Coordinator, Career Education
Rensselaer-Columbia BOCES
342 - 5th Avenue
North Troy, New York 12182
(518) 237-2923

Grant Award from Career Education Program for 1975-76:
$60,155

Grant No. G007502302

Participating Institutions:
Rensselaer-Columbia BOCES
Parents of Handicapped Children
Local Organizations for Business People
Local Businesses and Industries

MAJOR OBJECTIVES:

1. As a result of their involvement in the Career Education Program, educable mentally handicapped students and physically handicapped students, ages 5-13, will demonstrate gains in math and reading which exceed by a statistically significant degree the growth expected without career education involvement.

2. Program-involved students will demonstrate statistically significant gains in self-awareness, career awareness, economic awareness, and decision making as measured by instruments developed by Rensselaer-Columbia BOCES.

3. Local business representatives will demonstrate a willingness for more frequent and in-depth involvement with handicapped students in order to familiarize these children with the requirements for work and kinds of work available to them in our two-county area.

4. Parents and teachers of program-involved students will demonstrate a willingness to work together in order to meet both the long-range and short-range educational needs of their children.

PROJECT ACTIVITIES:

Teacher Involvement - During the summer of 1975, the first group of teachers underwent a training session. They began by writing program goals and sub goals for special education, into which they incorporated career education objectives. Teachers followed that with planned classroom learning activities that fused career and academic objectives. Initial implementation evaluation and revision will take place in November. In November, these teachers will act as informal consultants in the training of a second group of teachers, who will then repeat the process stated above.

Parental Involvement - From September through December, a series of parent involvement sessions will be held in order to familiarize parents with the career education program and enable them to participate in the educational of their children. To sensitize parents to teachers' needs, and teachers to parents' needs, involved teachers will participate in these sessions.

Business/Industry Involvement - From September through December, local businesses will be given program information and an attitudinal assessment questionnaire. In January, they will become actively involved by visiting classrooms and by allowing groups of students to visit their businesses.

EVALUATION:

Objective 1: Using appropriate levels of the Metropolitan Achievement Tests in reading and math, students will be pre-tested in September and post-tested in May. Each student's growth rate will be based on the norm for his/her age group.

Objective 2: Two types of instruments will be used. First, pre and post observations will be used to determine career related behaviors (e.g., the length of time that a student can work without supervision at a given task). Second, a pre and post test will be given to determine the student's growth in self, career, and economic awareness.

Other Data: Scales 14, 19, 25, and 27 of the IOTA evaluation process will be used to assess teacher growth in classroom management as it relates to career education.

COMMUNICATION:

A process description and examples of activities that have proven to be of high quality will be made available in June and disseminated to other New York State BOCES and the State Education Department.

An annotated bibliography of materials relating to career education and to education for handicapped students that are found in ASEIMC libraries will be made available through regional ASEIMC meetings.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Educable Mentally Handicapped; Physically Handicapped Students, ages 5-13; Parents; Local Businesses	
Type of Area Served:	Rural; Small Town	
Number of Persons Served:	Students ages 5-7	70
	Students ages 8-10	70
	Students ages 11-13	70
	Teachers	17
	Support Staff (e.g., training specialist, social worker, speech therapist)	7

	Parents		60
	Businesses		20
Minority Groups Served:	Black:	2%	
	Puerto Rican:	2%	
	Spanish Surname:	4%	
Income Distribution:	Under $5,000		20%
	$5,000 - $9,999		50%
	$10,000 - $14,999		20%
	$15,000 - $19,999		8%
	$20,000 or more		2%
Special Populations:	Handicapped:		100%

Project: Center For Career Education In the Arts
Rhode Island State Council on the Arts

Project Director: Karen Lee Carroll
Rhode Island State Council
on the Arts
4365 Post Road
East Greenwich, R. I. 02818
(401) 884-6410

Grant Aware from Career Education Program for 1975-76:
$65,000
Grant No. G007502312

Participating Institutions:
Pawtucket Public School System
The State Department of Education
The City of Pawtucket

MAJOR OBJECTIVES:

1. Artistically talented students selected from the Pawtucket High Schools and other high schools in the surrounding region will develop competencies in all the arts, develop and demonstrate specific talents in the arts, gain an understanding of arts careers, prepare for the competition, and develop decision making skills related to making career choices.

2. Parents of students enrolled in the Center will gain an understanding of arts careers, artists, the art process, and motivations and options for choosing a career in the arts; parents will participate in the decision-making process with their son or daughter.

PROJECT ACTIVITIES:

During the Fall of 1975, preparations for the center will be made. A site will be selected and the cooperating efforts of the City of Pawtucket, the Pawtucket Arts Commission, the Pawtucket Public Schools, the State Department of Education, and Rhode Island State Council on the Arts will be organized. Staff selection and training will take place in September followed by preparation of audition and recruitment materials and plans. Throughout the Fall, work on the curriculum will proceed, emphasizing the interdisciplinary experience with all the arts as well as the development of specific talents in music, visual art, drama, dance, and writing.

Students will be auditioned during November, and announcement of the student body will be followed in December by meetings with individual students, parents, and the staff. Schedules will be adjusted with the help of the participating school staffs.

The Center will open in January with its first class of juniors. 65 students will begin and be eligible for study at the Center through their senior year. Academic coursework will be taken in their home high schools; the Center

will offer fifteen hours of study meeting daily in the afternoons. Students will travel independently from their home school to the Center.

The instruction in the Center will emphasize the art process and the development of skills and concepts related to all the arts. Career education will include a survey of career options; meetings with working artists; visits to agencies, performances, shows, exhibits, and industry; development of decision making skills; presentations and discussions with parents; and individual counseling for students. Students' work will frequently be critiqued; grades will be recorded and communicated to the home school for accreditation.

A second round of auditions will take place in the Spring of 1976 to identify the second class of juniors for the Fall of 1976. The Center will continue to operate classes throughout the academic year. It will possibly sponsor a summer performance workshop fc its enrolled students and a night school for interested post secondary students.

EVALUATION:

Objective 1: Progress in actual skills and concepts will be evaluated periodically through internal testing, critiques, and conferences with students. Students will keep a log to record their experiences providing evidence of attitude change, decision making, realizations, and discoveries.

Objective 2: Parents will confer with staff at time of entry and before the continuation into the second year. Logs of these meetings and internal questionnaires will provide evidence of their understanding and participation.

COMMUNICATION:

Abstracts of the project and additional materials (applications, evaluation forms, curriculum, slide-tape presentation) will be available upon request. These will be completed sometime during the first year of the Center's operation.

A workshop for teachers and other administrators on the concept of career education in the arts will be planned for late Spring 1976.

A final evaluation report of the project will be distributed free to all state Career Education Coordinators in August 1976 and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	11, 12 Grade Students; Parents	
Type of Area Served:	Suburban; Urban	
Number of Persons Served:	11: 65	
	12: to be 50, in the second year	
Minority Groups Served:	20%	
Income Distribution:	Under $5,000	5%
	$5,000 - $9,999	30%
	$10,000 - $14,999	50%
	$15,000 - $19,999	10%
	$20,000 or more	5%
		100%
Special Populations:	Gifted/Talented:	

Project: Career Education for Gifted and Talented Students
Highline School District #401, Seattle, WA 98166

Project Director: William W. Cox
Career Alternatives Model
Educational Resources &
Administrative Center
15675 Ambaum Blvd. S.W.
Seattle, WA 98166
(206) 433-2338

Grant Award from Career Education Program for 1975-76:
$52,890

Grant No. G007502316

Participating Institutions: Highline School District

MAJOR OBJECTIVES:

1. Identify an increased number of occupations which require skills listed in the upper ranges (2-0) of the Dictionary of Occupational Titles Data-People-Things construct to a greater extent than prior to project participation.

2. Match school-related skills in the classifications described in objective #1 to those skills used by workers.

3. Evidence increased perception of internal control in decision making and planning rather than external (control of other or control of chance) compared with perceptions before involvement with project activities.

4. Evidence increased scores on a general instrument of career knowledge such as CEQ (Career Education Quotient) or similar instrument.

5. Describe an increased number of occupations which relate to his or her current interests or skills.

PROJECT ACTIVITIES:

By June 30, 1976, the following procedural objectives will have been accomplished:

An on-going advisory committee will have been created, consisting of staff personnel representing both career and gifted education, parents, students, and citizens.

At least twelve (10 elementary and 2 junior high) instructional packages suitable for replication will have been created, pilot tested, and implemented with project schools.

At least 50 teachers will have participated in workshop-oriented training relating career and gifted education.

Project activities will have been implemented in at least six elementary schools and one junior high school with gifted and talented students.

A materials and dissemination center will have been established at one elementary school on a continuing basis.

Evaluation procedures, including the design of instrument to measure objective #1, will have been completed.

Each existing or newly developed program in gifted and talented education will have documented specific career education activities in which students have participated.

A roster of parents within the community willing to provide out-of-class career-oriented experiences will have been prepared.

The utilization of "teacher days" and a disseminating school are techniques proposed to encourage rapid implementation.

EVALUATION:

Objective 1: Evaluation will be completed through documentation of project activities as they relate to procedural objectives, e.g. copies of learning packets. Formative evaluation will be completed through evaluative questions which accompany specific materials and through pilot testing.

Objective 2: Evaluation of the student objectives will be completed by pre-post testing of selected students performance on:

a. A general instrument of career knowledge (CEQ or similar).
b. Crandall's "Intellectual Achievement Responsibility Scale" or Klockar's "Personal Responsibility Scale" to assess difference in students' perceptions of their locus of control.
c. One project designed instrument which will assess student's knowledge of relationship between school and work.

COMMUNICATION:

The project will establish and maintain communications by:

1. A parent-staff advisory committee.
2. Two workshops -- September 1975 and April 1976. The latter will take place in conjunction with a state in-service day.
3. Production of replicable materials which will be available to state coordinators.
4. Local news media.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-9 Gifted & Talented Students; Teachers; Parents
Type of Area Served:	Suburban
Number of Students Served:	K-6: 2,000
	7-9: 500
	9-12: 500
	Parents: 50
	Teachers: 50

Minority Groups Served:	Indian: 2.1%	
	Black: 1.0%	
	Asian: 1.4%	
	Spanish: 2.0%	
Income Distribution:	Under $5,000	17%
	$5,000 - $9,999	18%
	$10,000 - $14,999	29%
	$15,000 - $19,999	22%
	$20,000 - more	14%
Special Populations:	Handicapped: 5%	
	Gifted & Talented: 10%	

Project: Career Education of Gifted & Talented Boys & Girls
University of Wisconsin-Madison
Research and Guidance Laboratory

Project Director: Marshall P. Sanborn
Professor
Counseling & Guidance
1025 West Johnson Street
Room 956A
Madison, Wisconsin 53706
(608) 262-0461

Grant Award from Career Education Program for 1975-76:
$65,917

Grant No. G007502301

Participating Institutions: To be identified

MAJOR OBJECTIVES:

The primary objective is to promote more widespread use of career education techniques addressed to the problems of the gifted and talented and more adequate attention to special problems of gifted and talented girls. If effective, the project should result in:

1. Adoption of specialized procedures to augment career education of gifted and talented boys and girls in more local school systems throughout the country.

2. Adaptation of procedures so as to render them feasible to school communities of varying size, staff characteristics, facilities, and resources.

3. More frequent and more adequate cooperation between school and non-school resources in articulating the total career education programs.

4. Ongoing evaluation and improvement of local career education practices.

PROJECT ACTIVITIES:

Phase I: Assembling and Packaging demonstration materials. Laboratory-developed aids for career education will be assembled with research data and case study materials to illustrate how the procedures have been used in a variety of school settings. Results of their use will be shown, and suggestions for adaptation and implementation will be provided.

Phase II: Training Procedures. A series of invitational workshops will be promoted and presented to selected groups of teachers, administrators, guidance personnel, parents, and community resource persons in various regions of the United States. These workshops will be offered without charge to State

departments of education, teacher training institutions, and school systems which are willing to provide facilities and secure participation of key school and community personnel who represent the region in which the workshop is to be presented. Final determination of workshop sites will be done so as to insure the widest possible coverage of states or regions within the limits of the financing and time schedules. Workshop host units will be encouraged to select participants who will be able to utilize the training and materials for presentation to other personnel in their own localities.

The presentation of concepts and follow-up will be accomplished as follows:

A. Identification and Training of Co-ordinators: Co-ordinators will be identified from each participating educational unit and invited to attend a three day pre-conference workshop. The pre-conference will be used to focus on program purposes, methodology to be used in full workshops, means for approaching administrative tasks, and discussion of evaluational components to be used.

B. Workshop Enactment: Workshops will be carried on over a period of 12 months, beginning as soon as materials and exhibits are ready for use. It is expected that approximately 5 two or three day workshops can be completed.

C. Follow-Up Seminar: Each of the co-ordinators will be invited to participate in a 3 day follow-up seminar. Focus will be on evaluation of steps initiated, and development of alternate approaches to solution.

D. On-Site Visitations: Two project personnel will visit each participating unit following the seminar. Visitations will last two days and will be used to provide co-ordinators and their units feedback on localized methods to be used.

EVALUATION:

Objective 1: Preliminary evaluation of the project will consist of securing critical reactions to all demonstration materials and activities from those who participate in training workshops. These reactions will be obtained at the end of each workshop session by means of a structured questionnaire.

Objective 2: Final evaluation will consist of securing reports from workshop participants concerning activities they have actually initiated and those which they plan to initiate in their own settings.

COMMUNICATION:

A final report of the project will be in the form of a handbook presenting a model for career education, specific techniques and instruments for application of the model with gifted and talented youngsters, and illustrative longitudinal case examples of gifted and talented boys and girls.

We expect to secure a publisher for the final report. Expected date of availability is late 1976 or early 1977.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	6-12 Students; School and Community Leaders
Types of Areas Served:	Rural; Small Town; Urban; Suburban
Number of Persons Served:	250 Key School Personnel
Special Populations:	Gifted and Talented: 100%

Project: Tucson Model Cities Career Education Program
Tucson School District One
Tucson, Arizona

Project Director: John T. Michel
Tucson Public Schools
1010 East Tenth Street
Tucson, Arizona 85719
(602) 791-5211

Grant Award from Career Education Program for 1975-76:
$104,961

Grant No. G007502314

Participating Institutions:
Tucson School District One
University of Arizona
Neighborhood Youth Corps
Youth Services Bureau

MAJOR OBJECTIVES:

1. The project will assist teachers, counselors, and administrators in developing among minority students levels of career awareness appropriate to each age and grade level.

2. By means of individual or group career counseling services, project staff will develop among high school students occupational aspirations increasingly compatible with their measured interests, aptitudes, and abilities.

3. By the end of the project year, minority youths designated by the high schools as potential or actual dropouts will have demonstrated interest in their own career development and will have completed training programs agreed on by the students and guidance personnel.

4. Training program participants will acquire saleable skills in their chosen occupational areas and will either obtain employment or seek to enhance their chosen interests through additional exploration.

5. The project will establish an advisory unit to facilitate long-term cooperation and communication between the schools and the employment community.

PROJECT ACTIVITIES:

Career Awareness. Project staff will work in five elementary, two junior high and two high schools with teachers, administrators and counselors to develop and integrate units of study dealing with career education. Central to this effort will be locating, creating, and utilizing resources from state and local agencies as well as the school district and the employment community.

186

Counseling. Individual and intensive small group counseling by staff personnel will focus on making each student's career aspirations more consistent with his/her interests and abilities. Individualized interest and aptitude testing will establish baseline data to assist in the counseling process.

Planning for Potential and Actual Dropouts. According to criteria established by the program, potential and actual dropouts will be identified in each high school. Training programs will be set up within the community and will be selected for each student to maximize development of his/her aspirations, aptitudes, and interests.

Training Programs. Working closely with cooperating employers and in-school training personnel, project staff will closely monitor each student's program. Elements taken into consideration in each case will be acquisition of job skills, professional attitudes, and personal expectations of the placement situation.

Advisory Unit. Representatives of various areas of expertise and segments of the community will be invited to participate in an advisory group designed to facilitate cooperation between schools and the community.

EVALUATION:

Objective 1: Career Awareness. An instrument will be designed to measure degrees of students' career awareness, using as guides previously developed instruments from other career education programs and commercial sources. The standards, or criteria, against which students' awareness will be measured, are outlined in the Arizona State Career Education Matrix.

Objective 2: Counseling. An instrument will be devised to assess career aspiration levels, using previously developed tests as guides. These will be combined with interest/aptitude testing, pre-and-post, to determine whether all of these elements have become more compatible as a result of project efforts.

Objective 3: Planning for Potential and Actual Dropouts. In a conference between guidance personnel, cooperating employer, and student, a training plan will be designed for each participating student. This process will be documented in daily logs kept by project personnel. The completion of each training plan will be evident in records kept for each student.

Objective 4: Training Programs. Continuous on-site monitoring with the student and the employer will serve as a means of determining whether occupational proficiency is being acquired. Reports will be based on these monitoring records.

Objective 5: Advisory Unit. A formal survey of representatives of various segments of the employment community, particularly the business, government, and professional community, will be conducted to determine the level of school-community cooperation and the quality of school-community communication being achieved.

COMMUNICATION:

The focus of the project at the elementary level will be the development of bilingual career education materials and a curriculum guide for grades K-6.

Reports and other information, including the final evaluation report, will be distributed to the 50 State Career Education Coordinators and to the Advisory Council for Career Education, as well as the others requesting them.

Intensive small-group workshops for teachers, administrators, department heads, and community employers will be held periodically and according to need. Several kinds of workshops will be included: teacher orientation, career awareness, curriculum planning and implementation of units, and employer-teacher communication.

A brochure will be developed and distributed by November.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Teachers; Counselors; Administrators and Community Employers	
Type of Area Served:	Urban	
Number of Persons Served:	K-6:	1,790
	7-9:	160
	10-12:	460
	Teachers:	94
	Counselors:	16
	Administrators:	16
	Business/Industry/Labor:	250
	Other Community:	50
Minority Groups Served:	American Indian:	2%
	Black:	7%
	Spanish Surname:	87%
	Other:	4%
Income Distribution:	Under $5,000	25%
	$5,000 - $9,999	64%
	$10,000 - $14,999	11%

Project: EPIC - Educational Preparation for Involvement in Careers
Jefferson County Public Schools, Louisville, Kentucky

Project Director: Mrs. Barbara Preli
Director, Career Education
Jefferson County Schools
Brown Education Center
4th at Broadway
Louisville, Kentucky 40202
(502) 581-5630

Grant Award from Career Education Program for 1975-76:
$210,611

Grant No. G007503402

Participating Institutions: Jefferson County Public Schools

MAJOR OBJECTIVES:

1. To provide low income children K-12 with a career education environment and varied experiences which will enable them to increase knowledge of the world of work, decision making skills, self analysis skills, attitudes toward school, and academic achievement.

2. To provide the school staff with the necessary career education knowledge, skills, and understanding which will enable them to implement the career model, processes, materials, and techniques; integrate career education as part of teaching/learning process; involve the community; and participate in the management process.

3. Provide the community with the necessary career education knowledge and understanding which will enable them to participate in the program, provide feedback, and develop additional ways of community involvement.

4. To provide a career education model that may be replicated: installation process, content activities, model delivery, and management system.

5. To provide dissemination of the project's model, processes, materials, and techniques locally, regionally, and nationally.

PROJECT ACTIVITIES:

Orientation to the career education program will be conducted during September for the total central office instructional staff, business, community, and parents groups. Special emphasis will be placed on involving these persons in school activities through the volunteer program.

Initial pre-service training will be conducted in August to provide teachers with the skills and understanding necessary to blend career education into the total curricular teaching/learning process. A continuous, year-long monitoring process will be implemented to identify needs and document results. Training will be conducted throughout the year.

A Central Office Task Force will meet monthly throughout the project to provide interdepartmental coordination and involvement as well as the institutionalization of the concept.

An advisory council of business, industry, and professional persons will meet five time a year to provide feedback on the program, assist in locating sites for field trips, on-job observation and internship placement, as well as pertinent materials and volunteer services.

During the month of November a program of on-job observation and an internship program for 9-10th graders will be implemented. Students will be surveyed, prepared, and placed in experiences.

A work experience program will be maintained throughout the year for those students wanting paid work experience.

A city-wide career exhibit will be co-sponsored by the project staff and the community in May. Students work (K-12) will be displayed, as well as student demonstrations which illustrate the year's efforts.

EVALUATION:

Objective 1: Students will be pretested in September 1975. The District's Department of Research and Evaluation will do the evaluation.

Objective 2: Teachers and staff will be pre/post-tested on knowledge of career education skills and understandings. Career education inventory by Dr. Floyd McKinney will be used. Classroom observation by research observers will be conducted, and a project monitoring system designed by the Jefferson County Department of Evaluation will be implemented.

Objective 3: The project monitoring system will document task statements. Staff developed surveys will measure community attitudes and knowledge of the program. Dissemination results will be recorded monthly.

Objective 4: A project monitoring system has been developed by project staff and Department of Evaluation to measure and document major missions of the delivery system.

Objective 5: Data will be recorded and documented per dissemination plan on a local, regional, and national basis. Forms have been developed for documentation by project staff.

COMMUNICATION:

The Jefferson County Career Handbook will be available in September 1975 and will be mailed to any interested person or organization for the cost of printing and postage.

A monthly newsletter will be mailed free upon request.

A Regional Career Education Workshop, co-sponsored with a State university will be held for state teachers in June.

A Regional Career Education Conference will be co-sponsored with the State Department of Education for other school systems in Kentucky in April 1976.

A final evaluation report of the project will be distributed free to all State Career Education Coordinators in July 1976 and the others upon request for the cost of printing and postage. (This will include complete process implementation documentation)

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students
Type of Area Served:	Urban
Number of Persons Served:	K-6: 675
	7-9: 1,227
	10-12: 1,438
	Staff: 167
Minority Groups Served:	Black: 35%
Income Disctribution:	Under $5,000 34%
	$5,000 - $9,999 20%
	$10,000 - $14,999 19%
	$15,000 - $19,999 17%
	$20,000 or more 10%
Special Populations:	Handicapped: 200
	Gifted and Talented: 15%

Project: Career Education Demonstration Project For American Indian Children
University of South Dakota, Vermillion, South Dakota

Project Director: Marvin Buzzard
School of Education
University of South Dakota
Vermillion, S.D. 57069
(605) 677-5407

Grant Award from Career Education Program for 1975-76:
$98,395

Grant No. G007502313

Participating Institutions:
Marty Indian School
University of South Dakota
School of Education
Dakota Plains Learning Institute
Yankton Sioux Tribe

MAJOR OBJECTIVES:

1. To develop bicultural-bilingual career education curriculum materials that are relevant to American Indian children, using appropriate media.

2. To provide training for school personnel working with native American students concerning bilingual-bicultural career education materials and methods.

3. Total involvement of the parents and community in the development of a viable career education program for American Indian students (K-12).

4. To assist the students in relating what is learned in school to what is present in the real world of work.

5. To provide intensive training and workshops at the demonstration school site for other school personnel working with American Indian students (K-12).

6. To provide over all technical assistance and expertise needed to facilitate implementation of this career education program.

PROJECT ACTIVITIES:

In the early fall of 1975, meetings will be held at the project demonstration site to familiarize participants and staff with the career education program. Also, participants at these meetings will be invited to share their ideas and make known the employment opportunities that exist at the site.

A needs assessment survey will be conducted to gain the necessary information to conduct this program, i.e. employment opportunities in businesses, professions, industries, governmental agencies, etc. A post-operational questionnaire will be administered in May of 1976 to help determine the effectiveness of the information dissemination aspect of the project.

COMMUNICATION:

A compendium of career education materials will be made available to the project demonstration school at no charge. Other schools requesting information will have the information available for nominal printing and postage costs. A final evaluation report will be sent to the 56 State Career Education Coordinators.

Workshops and conferences will be held at the project demonstration site and at other schools serving Indian students in the State of South Dakota to facilitate and implement future efforts in the development of career education programs state-wide.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served: K-12 Students; Parents

Type of Area Served: Boarding School/Community (American Indian)

Number of Persons Served:

	Directly (Project Site)	Indirectly (State Wide)
K-6:	105	6,000
7-9:	55	2,500
9-12:	145	1,500
Parents:	710	20,000
Staff:	50	

Minority Group Served: American Indian: 100%

Income Distribution:

Under $5,000	87%
$5,000 - $9,999	10%
$10,000 - $14,999	3%

Special Populations: Handicapped: 5%
Gifted and Talented: 3%

Project: Maple Heights Equity Career Education Program
Maple Heights City School District, Maple Heights, Ohio

Project Director: Dr. Audrey B. Norris
Superintendent
Maple Heights City School District
5500 Clement Drive
Maple Heights, Ohio 44137

Grant Award from
Career Education
Program for 1975-76:
$131,000

Grant No. G007502300

Participating
Institutions: Maple Heights City School District

MAJOR OBJECTIVES:

1. Learners in grades K-10 will acquire an increased knowledge of motivation, orientation, and exploration of a variety of careers so that they may make informed and purposeful decisions.

2. Learners, particularly female youth, will learn about equity and that existing sex bias and sex stereotyping limit career choices and career goals. They will thereby be challenged to consider alternative role and career models.

PROJECT ACTIVITIES:

A program of curriculum development for equity career education and in-service training will be developed to motivate and inform administrators and classroom teachers of the goal, scope, and sequence of the objectives. At all levels, the strategies, materials, and activities will be integrated into the basic areas of the curriculum during the early fall of 1975.

The project director and coordinators of the program will serve as catalysts and resource personnel and provide leadership for parent meetings to be held at each school in October of 1975. Parents will be asked to participate on an Advisory Council and to accompany individuals or groups to a place of work.

The Program staff will work with community, business, labor, and industry leaders to gain their support for a coordinated series of work site visitations. Individual meetings with contact persons will be completed by the end of October 1975.

In addition to classroom activities, classes and individual students will make visits to local places of work beginning in December of 1975 and continuing until the end of May 1976.

EVALUATION:

Objective 1: Learners will be pre-tested in September of 1975 to determine the level of their knowledge of the variety of careers. An elementary, middle, and senior high school form will be developed locally. A post-test will be conducted in May of 1976 to determine the growth of career awareness. The Director of Curriculum and consultants will do the evaluation.

Objective 2: Learners will be asked to complete a pre-test questionnaire in September of 1975. This locally developed attitude survey will be used as a post-test in May of 1976 to determine any change in attitudes toward career choices and goals. Statistical comparisons will be made. Consultants will do the evaluation.

COMMUNICATION:

Sharing the activities and products of the project and providing assistance to others wishing to engage in a similar effort will be offered at regional, state, and national conferences.

A final evaluation report of the project will be distributed free to all State Career Education Coordinators in August of 1976 and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-10 Students; Staff and Faculty; Parents		
Type of Area Served:	Suburban		
Number of Persons Served:	K-6:	2,515	
	7-8:	939	
	9-10:	1,100	
	Staff:	39	
	Teachers:	263	
	Parents:	7,800	
Minority Groups Served:	Black: 4.5%		
Income Distribution:	Under $5,000		9%
	$5,000 - $9,999		26%
	$10,000 - $14,999		39%
	$15,000 - $19,999		21%
	$20,000 or more		5%
Special Populations:	Handicapped: 2%		
	Gifted and Talented: 2%		

Project: Anything You Want to Be: A Project To Introduce Girls To A Full Range of Career Opportunity

Girl Scouts of Milwaukee Area, Inc., Milwaukee, Wisconsin

Project Director: Ms. Catherine Kranjec
Girl Scouts of Milwaukee Area, Inc.
2500 North Mayfair Road
Milwaukee, Wisconsin 53226
(414) 476-1050

Grant Award from Career Education Program for 1975-76: $27,716

Grant No. G007502307

Participating Institutions:
Alverno College, Milwaukee, Wisconsin
Milwaukee Public Schools
University of Wisconsin - Milwaukee
Wisconsin Department of Public Instruction, Madison, Wisconsin
other local youth-serving agencies

MAJOR OBJECTIVES:

1. Girls 9 through 11 years old participating in the program will gain a wider knowledge of careers and a broader view of vocational possibilities for women in non-traditional work than they had before taking part in the program.

2. Adult leaders working in the program will gain knowledge of factors contributing to early-age sex role stereotyping and will provide for the girls' opportunities that will aim at reducing such stereotyping.

PROJECT ACTIVITIES:

The principal means of introducing young girls to a wide spectrum of career choices will be visits to work and work-training sites. Pre- and post-visit activities will engage girls in trip planning and visit evaluation. Work sites will represent a broad range of vocational pursuits.

A trip guide booklet containing guidelines for trip planning and suggested activities for appraising visits in terms of girls' growing knowledge and interest will be prepared for troop leaders' use and will constitute the major portion of the program materials. A supplement to the booklet will contain an annotated list of places to visit with names of persons to consult for information and arrangements.

A pilot project beginning October 1975 will develop and test materials with about eight troops. Materials and procedures will be revised as necessary until December, when the pilot project will be completed.

In January 1976, about 200 troop leaders, through a series of small conferences, will be introduced to the overall program objectives and trained in the use of program materials. Pilot project leaders will assist in program presentation and training. The full program will be in operation from January through June 1976, and is expected to reach about 2,000 girls.

EVALUATION:

Objective 1: The children in the pilot program will be pre-tested in October 1975 to assess their knowledge of and attitudes toward possible career choices. They will be tested again in December 1975 to assess outcomes of the program. Evaluation materials and procedures will be revised as necessary for use in January and June of 1976.

Objective 2: Troop leaders will be pre-tested in October to ascertain attitudes toward early age sex-role stereotyping, and tested again in December 1975 to assess project influence. Evaluation tools designed for use with troop leaders will also be revised for use in the full program.

These evaluation tools will be designed to be acceptable and easily used by the wide variety of adult leaders and girls who will participate in the program. Evaluation will be administered by a University of Wisconsin - Milwaukee staff member whose background is in career education evaluation.

Records of girl and leader participation will be maintained to assure fulfillment of the quantitative projections.

COMMUNICATION:

A two-day conference in mid-May 1976, will acquaint about 100 representatives from near-by Girl Scout councils and school districts with the program. Materials to be distributed include 1) copies of locally used program materials, including the trip guide booklet and evaluation tools; 2) a filmstrip and cassette tape detailing implementation of a career exploration program; 3) a printed explanation of the use of the filmstrip and program materials.

An additional 100 copies of the replication package will be available by mail (at minimal postage and handling cost) to other Girl Scout councils across the country.

A final evaluation report will be sent to the 56 State Career Education Coordinators.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Girls 9 through 11 years old
Type of Area Served:	Urban-industrial; Suburban
Number of Persons Served:	Approximately 2,000 girls; 325 administrators and leaders
Minority Groups Served:	Black: 7% Spanish Surname: 3%

Income Distribution:	Under $5,000	14.3%
	$5,000 - $9,999	22.4%
	$10,000 - $14,999	33.0%
	$15,000 - $25,000	24.5%
	$25,000 - over	5.8%

Project: Penetrating School Strata Through Career Education
Bristol, Connecticut Public School System

Project Director: Mr. Robert J. Edmondson, Director
Career Education Programs
237 Wolcott Street
Bristol, CT 06010
(203) 589-1028

Grant Award from
Career Education
Program for 1975-76:
$2,944

Grant No. G007502318

Participating
Institutions: The Bristol Public Schools Career Education Program

MAJOR OBJECTIVES:

1. To provide curricular materials developed by the Bristol Career Education Program to the following career education practictioners:
   a. 56 State Career Education Coordinators
   b. Office of Career Education funded projects
   c. 55 projects funded under Part D of VEA
   d. Projects funded under Title III, Section 306
   e. DHEW/OE/OCE
   f. Respondents with specific requests for materials

2. To help foster communication and sharing of materials among career education programs throughout the country.

3. To benefit the Bristol Career Education Program by initiating an exchange which will result in the infusion of new career education ideas and procedures from other programs.

PROJECT ACTIVITIES:

All the relevant curricular materials produced by the Bristol Career Education Program will be gathered and packaged for distribution to the agencies named in number one of Major Objectives above. An attempt will be made along with the mailings to establish channels of communication which will bring useful information from career education practitioners and agencies, nationwide, back to the Bristol Career Education Program.

This dissemination program is actually a two-phase plan. Phase one involves the large initial mailing of packets of curricular materials, each one accompanied by a letter explaining the program and its expected outcomes. It is felt that this plan of a large initial mailing will precipitate inquiries from interested career education practitioners not on the original mailing list and, thereby, advance the program into phase two which involves filling specific requests for the curriculum materials packets.

EVALUATION:

The main thrust of the evaluation plan for the Bristol Curricular Materials Dissemination Program will be an assessment of the extent and value of the exchange of information generated by the program. Rather than simply reporting on the number of packets of materials sent out during phase one and the number of specific requests filled during phase two, the evaluation will stress curricular impact and the range of people and programs reached.

A third party evaluator will be employed in order to eliminate any bias by an internal evaluation program. The data collected and evaluation techniques will be formulated in conjunction with the Director of Career Education and the Bristol Board of Education officials.

The evaluation program will encompass the following listed elements:

Objective 1: A report on the number of curricular packets disseminated and the localities reached after the initial mailing. This will include a detailed study of respondents with regard to:

a. their positions.
b. specific nature of the request.

Objective 2: Respondents will be located on maps in order to determine whether there is a particular area of the country from which a large number of requests come and to represent graphically the range of localities from which requests emanate.

Objective 3: Careful records will be kept of materials received from other programs in the exchange of information generated by the Curricular Materials Dissemination Program. The impact made on Bristol Career Education by the incorporation of ideas and methods gleaned from the materials will be assessed by means of input from the Career Education Specialists, the Project Director, and the Resource Center Director.

Objective 4: An instrument will be developed during the final months of the program and distributed to respondents in an effort to ascertain the extent to which the Bristol materials have been put to use and what value they have had for the recipients.

COMMUNICATION:

Copies of all completed reports on curricular impact and evaluation of the innovative program will be sent to the ERIC Clearinghouse at Northern Illinois University. A final evaluation report will be sent to the 56 State Career Education Coordinators. Also, duplicate copies will be forwarded to the Area Cooperative Education Service (ACES) for dissemination throughout Connecticut. In addition, completed reports will be made available upon request to publicly-supported educational institutions in the State of Connecticut and the nation. A nominal charge for completed materials and reports will be requested of privately-supported institutions to cover the printing cost.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Career Education Practitioners
Type of Area Served:	Varied
Number of Persons Served:	500

PROFILES OF PROJECTS IN CATEGORY 4

Methods and Techniques for Training and Retraining

Project: Pre-Service Teacher Training in Career Education
College of Education, University of Georgia

Project Director: Dr. Alex F. Perrodin
Associate Dean - Instruction
College of Education
University of Georgia
Athens, Georgia 30602
(404) 542-3003

Grant Award from
Career Education
Program for 1975-76:
$211,243

Grant No. G007502393

Participating
Institutions: College of Education, University of Georgia

MAJOR OBJECTIVES:

1. An interdisciplinary team of teacher educators will develop a career education staff development model for teacher educators.

2. The interdisciplinary team of teacher educators will identify, list, and describe teacher competencies necessary to implement career education in elementary and secondary schools.

3. Members of the interdisciplinary team will restructure undergraduate professional education courses to include career education concepts and will develop alternate strategies for teaching those concepts.

4. Prospective teachers enrolled in the courses taught by the interdisciplinary team members will acquire career education competencies appropriate to their grade level and/or area of teaching specialization.

PROJECT ACTIVITIES:

An Advisory Board of representatives from public education, the Georgia State Department of Education, the USOE Regional Office, business, labor, and the community-at-large will meet at least quarterly to provide guidance to the project.

One faculty member from each of the following specializations will serve on the interdisciplinary team: Curriculum and Supervision, Educational Psychology, Elementary Education, Language Arts, Mathematics, Science, Social Science, Special Education, and Vocational Education. During the Fall Quarter the interdisciplinary team will participate in a staff development program which will provide an orientation to career education. Weekly team meetings, an off-campus extended work session, consultant assistance, review of previously developed materials, and guidance of the Advisory Board will contribute to the achievement of objectives 1 and 2. During the Winter Quarter the same team of educators will revise course objectives and restructure courses to provide for the development of teacher competencies

related to career education; will develop appropriate career education curriculum materials in the respective discipline areas; and will devise alternate teaching/learning strategies (Objective #3). Weekly team meetings will continue. During the Spring Quarter the team members will teach classes enrolling about 200 prospective teachers in the various teaching fields utilizing the career education materials devised the preceding quarter (Objective #4). Meetings of the interdisciplinary team will continue to provide feedback as to specific techniques and to revise products (Objectives #1, 2, 3) in terms of team experiences.

EVALUATION:

Pre-post comparison measures of the teacher educators and the 200 prospective teachers will include: attitudes towards career education and knowledge of career development concepts. Formative and summative evaluations of the processes used and the products developed are planned. An in-house evaluation specialist will assist the team throughout the duration of the project. Plans will be made for the 1976-77 testing of the staff development model in a statewide or regional network, for evaluating the carry-over effect of the staff development model on the 1975-76 faculty participants, and for a follow-up study of the extent to which the 200 students incorporate career edcucation activities in their student teaching experiences.

COMMUNICATION:

The following products will be available upon the completion of the project:

1. A career education staff development model for educators who prepare teachers at the pre-service level. (Objective 1)
2. A list of teacher competencies necessary to implement career education in elementary and secondary grades. (Objective 2)
3. Revised course outlines and packets of career education curriculum materials for use with college students who are preparing to teach. (Objective 3)
4. A final report of the project.

DEMOGRAPHIC INFORMATION:

The project involves primarily eleven University of Georgia faculty members, 200 college juniors/seniors, and an advisory group of eight adults. It will be focused on national, regional, as well as Georgia's needs. The students and faculty involved will be from the specialization areas of Curriculum and Supervision, Educational Psychology, Elementary Education, Language Arts, Mathematics, Science, Social Science, Special Education, and Vocational Education.

Project: A Strategy for the Development, Implementation, and Diffusion of Career Education

Indiana University, Bloomington, Indiana

Project Director: R. Bruce McQuigg
Associate Professor of Education
Education 338
Bloomington, Indiana 47401
(812) 337-7184

Grant Award from Career Education Program for 1975-76: $182,085

Grant No. G007502311

Participating Institutions: Campuses of Indiana University:
- Richmond (East)
- Kokomo
- Ft. Wayne
- Gary (Northwest)
- Indianapolis
- Bloomington
- South Bend
- New Albany (Southeast)

MAJOR OBJECTIVES:

1. To develop and demonstrate an approach to faculty regarding awareness of career education in order to bring about attitudinal, curriculum, and methodological change for the Indiana University system of teacher education.

2. To develop and demonstrate a program of faculty renewal for career education in order to facilitate the redesign of existing curricula in a Division of Education on one campus.

3. To design, develop, and test an evaluation system for assessing the approaches to faculty development utilized and for assessing the institutional change manifested.

PROJECT ACTIVITIES:

A "Career Awareness Regional Action Team" (CARAT) concept will be implemented during two leadership training institutes (1975-76) along with two academic year follow-up drive-in weekend workshops per semester. Teams of change-minded teacher education faculty will be invited to participate from the eight campuses of Indiana University. The pilot phase will involve the CARAT from Indiana University-South Bend. This exemplary endeavor will be responsible for the development of a working model which will be the focal point for investigation, discussion, and modification. Hopefully, the pilot component might serve as an empirical base for conceptualization modification and use by university/college faculties of other CARATs.

An additional week-long workshop will be conducted in January. Local campus teams will present and critique plans for their local campuses (for which seed money grants are available.)

EVALUATION:

During the 1975-76 academic year both the CARAT and the pilot components (South Bend) will be monitored by a subcontractor, The Indiana Center for Evaluation (ICE).

The monitoring will include pre-and post-instruments around the first week-long leadership institute (workshop) to be held on the Bloomington campus, Sept. 29-Oct. 3.

Observations and interviews will be conducted at each regional center, ascertaining the extent of change in course content, special activities, and faculty efforts.

Nearly forty man days are scheduled for academic year 1975-76.

COMMUNICATION:

Reports and abstracts will be widely circulated.

Workshops for every I.U. campus are hoped for.

Other descriptive literature will be planned.

An important phase of communication deals with the coordination, already underway, with two other projects in Indiana: dissemination and demonstration, Department of Public Instruction, and production of television programs on career education, University of Evansville.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	College Instructors (Eventually their students and their students' students)
Type of Area Served:	State of Indiana
Number of Persons Served:	40

Project: Statewide Infusion of Career Education into the Preparation of Teachers, Counselors, and Administrators

Salem, Oregon

Project Director: Dr. Darrell L. Ward
Marion IED
3180 Center Street, NE
Salem, Oregon 97301
(503) 588-5330

Grant Award from Career Education Program for 1975-76:

$216,439

Grant No. G007502395

Participating Institutions: The Oregon Consortium for Career Education includes fifteen colleges and universities which prepare teachers, counselors, and administrations.

MAJOR OBJECTIVES:

1. To provide staff members of four-year colleges and universities professional development opportunities which will enable them to incorporate career education into their teacher education activities.

2. To infuse existing programs of teacher, counselor, and administrator preparation with the knowledge needed to infuse career education throughout the learning process.

3. To prepare guidelines, explanatory materials, and recommendations for revision of certification rules and program standards of the Teacher Standards and Practices Commission so that such requirements will more adequately reflect the educational personnel preparation needs in career education.

PROJECT ACTIVITIES:

University Staff Development Components:

1. Assess attitudes toward and understanding of career education by college and university teacher education personnel.
2. Provide statewide workshops, seminars and other professional development opportunities to university and college staffs.
3. Provide staff development/program planning activities on campuses of member institutions.
4. Prepare staffs of member institutions for the adaptation and adoption of model materials and programs for preparing teachers, counselors, and administrators for career education.

University Program Development Components:

1. Identify competencies needed by educational personnel and body of knowledge needed to infuse career education throughout the learning process.
2. Develop teaching/learning materials which facilitate the development of needed knowledges, attitudes, and skills in career education.
3. Design model programs of teacher, counselor, and administrator preparation for career education.
4. Develop procedures, materials, and practices for dissemination of models and materials and for implementing programs and activities throughout consortium institutions.

Teacher Certification and Training Program Accreditation Components:

1. Develop definitions and competency statements on career education for colleges and universities preparing elementary and secondary teachers.
2. Develop guidelines to supplement the "Standards for the Approval of College and University Teacher Education Programs" for use by inter-institutional accreditation teams in reviewing career education components of teacher education.
3. Investigate the need for and, if warranted, develop a career education certification endorsement for a Basic or Standard Oregon Teaching Certificate.

EVALUATION:

Three types of evaluation activities will be applied to each of the four divisions of project work. The third-party evaluator's responsibility will include, in addition to the preparation of objective third-party evaluative reports, the monitoring and assisting of project staff and program participants in self and user evaluations. The project evaluation will be based upon an evaluation matrix which includes INPUT COMPONENTS of program characteristics, legal and administrative requirements and information flow; EVALUATIVE PROCESS CONSIDERATIONS including evaluation questions, data sources, schedules and procedures; and OUTPUT OPTIONS including summative reports, flag alerts, corrective action, optimizing actions and change recommendations.

COMMUNICATION:

Three statewide professional development conferences (October 1975; January 1976; April 1976) will be held for Oregon college and university personnel. Institutional plans for staff development will be developed and shared among Oregon institutions (February 1976). A summarization of such plans will be available upon request.

The analysis of the bodies of knowledge to be infused into teacher preparation programs will be distributed to Oregon institutions for their review and use in curriculum infusion (January 1976). College course syllibi incorporating the bodies of knowledge will be distributed to Oregon institutions for their adaptation and use (August 1976). Summarizations of the bodies of knowledge and samples of the course syllibi will be available upon request.

Definitions and competency statements pertaining to career education in "Oregon Rules for Certification" and guidelines to supplement the "Standards for the Approval of Oregon College and University Teacher Education Programs" will be provided to the Teacher's Standards and Practices Commission (May 1976). A report on the need for certification in the area of career education will be submitted to TSPC (May 1976). Copies will be available upon request.

All documents produced will be made available to State Career Education Coordinators and selected audiences without charge. Copies will be made available to others who request materials on a cost recovery basis.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	University and College Staff members; Business/Industry and Labor; Community.	
Type of Area Served:	Statewide	
Number of Persons Served:	Other Staff:	430
	Business/Industry:	100
	Labor:	30

Project: Demonstration Model for Teacher Training in Implementation of Career Education Programs

Stephen F. Austin State University, Nacogdoches, Texas

Project Director: Dr. Bennat C. Mullen
Department of Secondary Education
Stephen F. Austin State University
Box 3018 SFA Station
Nacogdoches, Texas 75961

Grant Award from Career Education Program for 1975-76: $140,531

Grant No. G007502310

Participating Institutions:
Stephen F. Austin State University
Texas Education Agency
Regional Education Service Centers VII, IV, X, and XI
School Districts - Duncanville, Cedar Hill, DeSoto, Lancaster, Longview, Pinetree, Carthage, Hallsville, Marshall, Gladewater, Kilgore, Nacogdoches, Henderson, Lufkin, Alief, and Katy
East Texas Chamber of Commerce

MAJOR OBJECTIVES:

1. Demonstration teachers will be able to develop, teach, evaluate, and demonstrate an instructional module which includes a minimum of three of the 177 Basic Learner Outcomes for Career Education established by the Texas Education Agency.

2. Pre-service teachers will be able to demonstrate career education awareness and the ability to develop mini-instructional modules which include a minimum of one of the 177 Basic Learner Outcomes for Career Education established by the Texas Education Agency.

PROJECT ACTIVITIES:

During July and August 1975, project staff will make career education awareness presentations to 100 SFA College of Education graduate students attending summer school on and off campus. The purpose is to acquaint area public school personnel with career education concepts and how they might teach them. The project director and public school personnel who select demonstration teachers will assist each teacher in the selection of a format for the development of a module that the teacher will develop and teach. The teacher will study the document, Basic Learner Outcomes for Career Education in the proposal . From the 177 Basic Learner Outcomes, the demonstration teacher will select at least three of these for emphasis in the module.

It will be the job of the career education coordinator in the center where the teacher works to bring the resources of the University, the school districts, the service centers, the Texas Education Agency, and the project to the teacher preparing the module. When the module is developed, the career education coordinator will help the demonstration teacher to disseminate it to other teachers and to the public. The career education coordinator will arrange with the supervisory personnel of the respective school district of the demonstration teacher to present the module in an in-service program. In presenting the module, the demonstration teacher will give an overview of the philosophy of career education. Each demonstration teacher will teach the module to one or more classes in the particular school. He/She will be encouraged to work with other teachers as a team in carrying out the module. The demonstration teacher will also be encouraged to assist other teachers in teaching the same or a similar module. Career education coordinators will actively seek opportunities for demonstration teachers to present their modules to members of the lay public, such as PTA's, civic clubs, and professional organizations. As a part of the presentation, the demonstration teacher will summarize the philosophy of career education.

Career education coordinators will actively assist demonstration teachers in securing resources from the community in the carrying out of career education programs. This will include organizing field trips, constructing lists of resource people to work with students in the classroom, and securing community resources that may be utilized in the school. Career education coordinators will become involved with the instructional leadership personnel and the faculties of the schools in the centers that they serve. They will work with professors and classes in order to become better acquainted with teachers and their individual potentials. As a part of this process, the coordinator will seek to help teachers form teams for carrying out career education activities.

The project staff will make presentations in the pre-service program and will assist professors in making similar presentations in order that all pre-service teachers will become aware of the career education concepts and the importance of implementing them in the public schools. In the pilot project in pre-service education, the 60 pre-service teachers involved will be asked to make a mini-module in their respective disciplines in career education. Each pre-service teacher will be asked to deal with at least three of the Basic Learner Outcomes in the module. The professor and the pre-service students will have the active assistance of the staff and of demonstration teachers in developing these modules

In June of 1976, after all the demonstration teachers have constructed and taught their modules, some of those who have been most outstanding will be assembled in Nacogdoches to give orientation to 26 academic professors as to the rationale, the procedures, and the results of teaching the module. The purpose here will be to orient those who work in the disciplines in the kinds of relationships that are being taught between disciplines and the world of work. Since this will be between terms, each professor will be given a consultant fee of $50.00 for giving an evaluation of the career education modules presented. A substitute fee will be provided for each demonstration teacher from project funds.

EVALUATION:

Objective 1: The project director, in cooperation with the career education coordinator, will secure the independent evaluators to appraise the modules produced by the demonstration teachers. An instrument is included in the proposal as Appendix L which will be used to make this evaluation. The data collected will be the ratings given to each module by independent evaluators. Ratings will be on a five point scale with five being the highest rating. Ratings will be averaged to determine as to whether the 3.8 set in the objective was met. The computer will be used.

After the demonstration teacher has made the presentation to a particular group of colleagues, each teacher will complete an evaluation instrument. The evaluation instrument is included as Appendix M of the proposal. The data collected will be the scores from 400 teachers on the evaluation instrument. The data will be analyzed to determine if 90% of the teachers score 90% as set in the objective. The computer will be used.

Each demonstration teacher will be required to construct a five point evaluation instrument for use by students in evaluating the module produced. This instrument will be administered to the students who participate in the module. Where elementary students are concerned, appropriate modifications will be made. Data collected will be student ratings. Ratings will be averaged to determine if the standard of 3.5 was met.

At the close of the presentation, the demonstration teacher will ask those present to complete an evaluation instrument. Data collected will be the responses of 1000 laymen to the evaluation instrument. Data will be analyzed to determine if 90% of the laymen scored 90% on the instrument response as required by this objective.

Each career education coordinator will keep a record of the number of laymen who assist the demonstration teachers in his center. These will be compiled and submitted with the evaluation data for the project. The data gathered will be the number of laymen who helped demonstration teachers and what they did. Data will be analyzed to determine if 200 laymen made a contribution.

An independent evaluator will be secured to evaluate the impact of public school instruction in career education on the academic professor. The major thrust will be to determine their level of understanding and acceptance of the concepts being presented by the demonstration teachers. Evaluators will evaluate reactions of professors to determine the degree of acceptance.

Objective 2: At the end of these presentations, an evaluation instrument will be administered to the pre-service teachers to determine their understanding of the concepts of career education. The data collected will be the scores teachers make on the awareness test. Data will be analyzed to determine if teachers averaged 90%. Demonstration teachers will be brought in as independent evaluators to assess the quality of the modules produced by the pre-service teachers. Data collected will be the ratings given the modules. Data will be analyzed to determine if an average of 3.5 was achieved.

COMMUNICATION:

At least one hundred instructional modules for levels K-12 utilizing the infusion process of instruction for Basic Learner Outcomes in Career Education will be compiled and made available for dissemination through Regional Education Service Centers VII, IV, X, and XI, the Texas Education Agency, and the SFA project office by April 15, 1976.

Demonstration teachers and project staff will make presentations as described in the activities section by June 30, 1976.

A project information brochure will be designed, reproduced, and disseminated by January 31, 1976.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	K-12 Students; Teachers; Administrators; Student Teachers; Parents: Business/ Industry Persons.	
Type of Area Served:	Rural; Small Town; Suburban	
Number of Persons Served:	K-6:	750
	7-9:	750
	10-12:	750
	Parents:	600
	Business/Industry:	600
	Teachers:	1,500
	Administrators:	500
	Student Teachers:	400
Minority Groups Served:	Black:	30%
	Mexican-American:	8%
	Other:	2%
Income Distribution:	Under $5,000:	25%
	$5,000 - $9,999:	30%
	$10,000 - $14,999:	30%
	$15,999 - $19,999:	10%
	$20,000 or more:	5%
Special Populations:	Handicapped:	.5%
	Gifted & Talented:	.5%

PROFILES OF PROJECTS IN CATEGORY 5

Communication

Project: An Audio Digest System For Communicating Career Education Information

American Institutes for Research, Palo Alto, California

Project Director: Mr. Jurgen M. Wolff
Associate Communications Specialist
American Institutes for Research
PO Box 1113
Palo Alto, California 94302
(415) 493-3550

Grant Award from Career Education Program for 1975-76: $94,621

Grant No. G007502303

Participating Institutions: A nationwide random sample of 106 school districts

MAJOR OBJECTIVES:

1. To identify, distill, and synthesize, through a nationwide search, the most recent developments in career education topics as well as successful career education projects.

2. To produce and to disseminate nationwide this significant information on career education.

3. To evaluate both process and products resulting from the search, synthesis, production, and dissemination activities.

PROJECT ACTIVITIES:

The purpose of the Career Education Audio Digest is to use the medium of monthly cassette tapes to convey important career education information to educational decision-makers across the country. To obtain this information, lines of communication have been established with the Career Education Clearinghouse (ERIC) at Northern Illinois University, with federally funded career education R & D projects, and publications has been conducted; a strategy for monitoring and reviewing relevant journal articles also has been organized. Site visits will be made to especially noteworthy projects.

Monthly cassette tapes will be produced and sent to career education decision-makers from selected school districts in each state. One side of the tapes may feature a documentary case study of mini-case studies of successful career education programs; the other side will explore an important topic in the field of career education (for example, "Career Education for the Handicapped"). While one side will provide practical models for practitioners, the other side will help decision-makers to stay well informed. Production and dissemination of the tapes and related materials will be done by Educational Properties, Inc., of Costa Mesa, California, under a subcontract to AIR.

Constructed around the audio cassette is an information system that will make it easy for the listener to apply and to follow up on the information he or she has heard. Enclosed with each cassette will be an Information and Analysis Sheet containing suggestions for ways the tape can be used, and a bibliography for those who want more information about the topics mentioned on the tape. Those who use the tapes, will have the opportunity to request that specific topics and projects be covered and to react to the format and content of the tapes and printed materials.

In addition to the tapes, a small number of career education radio spots and brief programs will be aired in the San Francisco and Los Angeles areas to communicate about career education to the general public.

EVALUATION:

Objective 1: The purpose of the Career Education Audio Digest is not only to give decision-makers the data they need, but also to gather evidence on how those individuals obtain and use the information they require. The ten tapes developed during the funding period will be field tested in 106 school districts chosen in a stratified random sample. With each tape, the decision-makers will receive an evaluation sheet which will provide monthly feedback on how responsive the Audio Digest is to the needs of the users. This formative evaluation strategy will influence the content and format of the tapes.

Objective 2: A small group of recipients from eight school districts will be selected for an in-depth, summative evaluation of how effectively the Audio Digest communicated information is used by decision-makers at different levels of responsibility, and how the tapes fit in with the other major sources of information they typically employ. The research design will involve a post-treatment only assessment of decision-makers' reactions and the actual decisions they make as a result of using various dissemination media.

Objective 3: Thus, the Career Education Audio Digest project is systematic in that it will employ formative as well as summative evaluation strategies. The evaluation data will not only measure the extent to which the Audio Digest and its related information system have met their objectives, but should also yield important new findings about how career education decision-makers acquire, process, and apply information. The challenge lies in getting these decision-makers the information they need, when they need it, and in a form they can readily assimilate.

COMMUNICATION:

In the course of developing and disseminating the cassette tapes, the project will receive requests for copies of the tapes from individuals not in the field test group. Since the project is not using an experimental group/control group design, copies of the tapes will be offered to them on a cost-recovery basis.

State directors of career education have been informed by letter of the project activities and have been offered a copy of the first tape when it is produced. The directors will also have opportunities to receive copies of the other tapes as they become available throughout the project.

Public service announcements and programs will be disseminated nationally to public and commerical radio stations. Stations have an obligation to air such programs free of charge; a number of stations already have indicated a willingness to feature short (30 seconds to 1 minute) announcements as well as longer (15 to 30 minute) programs. The format of the public service announcements to be played by radio stations will mix equal parts of humor, music, and essential information. In this way, the announcements will be able to compete with the myriad commercials and other materials presented by stations.

A presentation on the Audio Digest process and products is targeted for the annual convention of the American Personnel and Guidance Association, to be held in April 1976.

DEMOGRAPHIC INFORMATION:

Drawing the original stratified random sample has resulted in the following set of school districts who have been contacted and invited to participate in the Audio Digest project:

(1) the 20 largest school systems in the U.S. (including Washington, D.C.)
(2) 35 additional school systems with more than 10,000 pupils, and
(3) 51 school systems with less than 10,000 pupils.

In total, 106 school systems are included in the sample. Data on the specific persons who will receive the tapes is not yet available.

Project: Colorado Statewide Career Education Resource Center
Colorado Department of Education

Project Director: Dr. Harrell Guard
Colorado Department of Education
Career Education Resource Center
3647 South Santa Fe Drive
Englewood, Colorado 80110
(303) 761-8757
WATS 1-800-332-8470

Grant Award from
Career Education
Program for 1975-76:
$149,993

Grant No. G007502296

Participating
Institutions: All Colorado school districts, board of cooperative educational services, community colleges, and institutes of higher education.

MAJOR OBJECTIVES:

1. In order for Colorado organizations (school districts, community colleges, etc.) involved in the career education movement to more effectively choose appropriate instructional materials, the Center will collect, evaluate, catalog, house, and disseminate career education materials which have been prepared by teachers, by commercial publishers, and by business and industry.

2. In order to facilitate interstate sharing of achievements and progress, a nine state communications network will be established to regularly share information about the project and career education activities in the region.

PROJECT ACTIVITIES:

During the Fall of 1975 the staff will concentrate their efforts in four major areas: (1) establishing a Resource Council and organizing the Council into task force assignments in order to establish realistic operational policies and a permanent state communications network; (2) collecting, evaluating, and cataloging materials; (3) developing and implementing a program awareness component; and (4) initiating a nine state communications network.

Beginning January 1, 1976, the Center will initiate services to the various Colorado educational institutions and educators in the following ways: (1) distribution of an expandable catalog listing the materials in the Center; (2) providing toll free telephone access to the Center; (3) regional and district inservice to acquaint prospective users with the Center; (4) facilities for workshops or individual assistance; (5) free consultive services to districts or individuals; and (6) material loan system.

EVALUATION:

Final evaluation strategies are presently being negotiated with the third party evaluator. The evaluation component will be submitted to the USOE at the time of completion. (See the proposal for specific evaluation procedures.)

COMMUNICATION:

The career resource materials and catalog will be available at the end of the project.

The initial interstate coordination meeting was conducted in October, and other workshops, conferences, and meetings will be scheduled in coordination with state and regional priorities or to meet project needs as they arise.

An awareness brochure is now available for distribution. The resource center catalog index will be ready for dissemination in January 1976. The final project report will be completed in June 1976. All State Career Education Coordinators will receive both the catalogue and final report..

DEMOGRAPHIC INFORMATION:

Since the project is committed to serving all levels of education on a statewide basis, such demographic information as number of participants, minority involvement, special populations, and income levels of participants cannot be determined at this time.

Project: A State Model for the Coordinated Use of Mass Media for Communicating to the General Public and to Diverse Populations Their Role and Functions in the Development and Delivery of Career Education

Connecticut State Department of Education, Hartford, Connecticut

Project Director: Dr. Saul H. Dulberg
Career Education Coordinator
Connecticut State Department of Education
State Office Building, Room 367
P. O. Box 2219
Hartford, Connecticut 06115
(203) 566-4424

Grant Award from Career Education Program for 1975-76: $103,400

Grant No. G007502391

Participating Institutions: More then 75 agencies, such as: Regional Educ. Service Centers; P.T. Associations; Business, Industry, Labor and Professional Associations; Educator and Student Associations; Teacher Training Institutions; Government Representatives; and Representatives of the Mass Media

MAJOR OBJECTIVES:

1. An assessment will be made of information needed by each of eight diverse populations for effective participation in the development and delivery of career edication. These populations are:
   1. parents
   2. teachers
   3. administrators/supervisors
   4. guidance staff
   5. business
   6. industry
   7. professions
   8. superintendents/board of ed. members
2. The identified information will be prioritized and framed into learning objectives achievable by the use of the coordinated mass media.
3. Authorities in each branch of the mass media will develop a plan of coordinated activities to achieve the objectives identified for each of the diverse populations.
4. Mass media materials, such as scripts, stories, articles, etc. will be developed by professional writers for field testing and evaluation.

PROJECT ACTIVITIES:

Seven workshop-seminars will be conducted with representatives of each of the eight target populations identified as essential participants in career education. Each workshop-seminar will culminate in a statement of the specific information considered significant for transmittal to other members of that population.

A selected group of educators will convert the identified information into clearly defined educational goals and objectives.

A select group of authorities representing the mass media will be assembled to develop a plan of coordinated activities for the delivery of the identified goals and objectives.

A select group of writers, producers, reporters, and curriculum specialists will be hired to develop specific materials to be utilized in the packaged plan. This will consist of scripts, articles, stories, and any other media materials considered essential for communicating the identified goals and objectives.

An evaluation instrument will be developed to measure the pre and post impact of the project. Authorities in public poll measurement, such as the Gallop, Hooper, or Harris organizations, will be utilized.

One community will be selected to "dry-run" each component of the packaged plan. An evaluation will be made, and any adjustment that may be indicated will be instituted.

EVALUATION:

See Project Activities, Paragraph 5, above.

COMMUNICATION:

This project was designed as a pilot for a program that might be undertaken as a national project. Interim monthly reports and a final report should reflect the step-by-step procedures and an indication of the successes and failures involved. Should individual states desire copies of these reports, they will be made available for the cost of duplicating and postage.

Project: Penetrating School Strata Through Career Education
Bristol, Connecticut Public School System

Project Director: Mr. Robert J. Edmondson, Director
Career Education Programs
237 Wolcott Street
Bristol, CT 06010
(203) 589-1028

Grant Award from
Career Education
Program for 1975-76:
$5,300

Grant No. G007502291

Participating
Institutions: The Bristol Public Schools

MAJOR OBJECTIVES:

1. To provide curricular materials developed by the Bristol Career Education Program to the following career education practitioners:
   a. 56 State Career Education Coordinators
   b. Office of Career Education funded projects
   c. 55 projects funded under Part D of VEA
   d. Career education projects funded under Title III, Section 306
   e. 150 County Superintendents in the State of Connecticut
   f. Respondents with specific requests for materials

2. To help foster communication and sharing of materials among career education programs throughout the country.

3. To benefit the Bristol Career Education Program by initiating an exchange which will result in the infusion of new career education ideas and procedures from other programs.

PROJECT ACTIVITIES:

All the relevant curricular materials produced by the Bristol Career Education Program will be gathered and packaged for distribution to the agencies names in #1 of Major Objectives above. An attempt will be made along with the mailings to establish channels of communication which will bring useful information from career education practitioners and agencies, nationwide, back to the Bristol Career Education Program.

This dissemination program is actually a two-phase plan. Phase one involves the large initial mailing of packets of curricular materials, each one accompanied by a letter explaining the program and its expected outcomes. It is felt that this plan of a large initial mailing will precipitate inquiries from interested career education practitioners not on the original mailing list and, thereby, advance the program into phase two which involves filling specific requests for the curriculum materials packets.

EVALUATION:

The main thrust of the evaluation plan for the Bristol Curricular Materials Dissemination Program will be an assessment of the extent and value of the exchange of information generated by the program. Rather than simply reporting on the number of packets of materials sent out during phase one and the number of specific requests filled during phase two, the evaluation will stress curricular impact and the range of people and programs reached.

A third party evaluator will be employed in order to eliminate any bias by an internal evaluation program. The data collected and evaluation techniques will be formulated in conjunction with the Director of Career Education and the Bristol Board of Education officials.

The evaluation program will encompass the following listed elements:

Objective 1: A report on the number of curricular packets disseminated and the localities reached after the initial mailing. This will include a detailed study of respondents with regard to:

a. their positions.
b. specific nature of the request.

Objective 2: Respondents will be located on maps in order to determine whether there is a particular area of the country from which a large number of requests come and to represent graphically the range of localities from which requests emanate.

Objective 3: Careful records will be kept of materials received from other programs in the exchange of information generated by the Curricular Materials Dissemination Program. The impact made on Bristol Career Education by the incorporation of ideas and methods gleaned from the materials will be assessed by means of input from the Career Education Specialists, the Project Director, and the Resource Center Director.

Objective 4: An instrument will be developed during the final months of the program and distributed to respondents in an effort to ascertain the extent to which the Bristol materials have been put to use and what value they have had for the recipients.

COMMUNICATION:

Copies of all completed reports on curricular impact and evaluation of the innovative program will be sent to the ERIC Clearinghouse at Northern Illinois University. Also, duplicate copies will be forwarded to the Area Cooperative Education Service (ACES) for dissemination throughout Connecticut. In addition, completed reports will be made available upon request to publicly-supported educational institutions in the State of Connecticut and the nation. A nominal charge for completed materials and reports will be requested of privately-supported institutions to cover the printing cost.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Career Education Practitioners
Type of Area Served:	Varied
Number of Persons Served:	500

Project: Strengthening State Leadership in Career Education
Council of Chief State School Officers, Washington, D.C.

Project Director: Dr. David L. Jesser
CCSSO
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-7850

Grant Award from
Career Education
Program for 1975-76:
$91,941

Grant No. G007502289

Participating
Institutions: All State and Extra-State Education Agencies

MAJOR OBJECTIVES:

1. To develop and implement a system which will facilitate communication relating to career education between and among the states and extra-state jurisdictions, federal agencies, and national organizations.

2. To develop and implement a system which will facilitate the strengthening of career education leadership personnel in the areas of planning, organization and coordination, funding patterns and strategies, and information dissemination.

PROJECT ACTIVITIES:

During the first quarter of the project period, emphasis will be placed upon organizational and developmental matters. By the end of the first quarter (September 1975), it is expected that the three organizational components, i.e., the CCSSO Committee on Career Education, the Communications Task Force (CTF), and the Staff Development Task Force, will be operational and that each will have had its initial meeting.

It is also anticipated that, as a result of the initial meeting, it will be possible to flesh out and begin to make operational the plans for the remainder of the project effort.

During the project period there will be two national conferences for state directors/coordinators of career education. Both will be an integral part of the communications network that is envisioned; each will play a vital role in the staff development effort that is planned.

The first national conference will be held on the east coast during mid-November and will focus on communications in general, and on planning and evaluation. The second national conference will be held on the west coast during the latter part of April 1976. At that time the remaining aspects of the staff development effort will be emphasized, and the total communications network will be reviewed.

As a part of the communications network, a monthly newsletter, intended only for use by chief state school officers and state directors/coordinators, will be prepared and distributed. Included in the newsletter will be

information about state activities and efforts, together with information relating to national happenings.

Other communications activities will emerge as a result of the recommendations of the CCSSO Committee and the Communications Task Force. Such activities may include: a toll-free telephone "hot line" for career education information; materials development; conference calls; etc.

EVALUATION:

Objective 1: The Communications Task Force will be responsible for the review and evaluation of the effectiveness of operationalized communications system; the CCSSO Committee on Career Education will be responsible for final evaluation. Each group will be asked to recommend procedures and to suggest personnel.

Objective 2: The same basic procedure will be used to determine specific evaluative procedures. Recommendations will be sought from the Staff Development Task Force and the CCSSO Committee.

COMMUNICATION:

Basically, communications pertaining to project activities will be maintained, through the Newsletter and Teleconference modes, with the chief state school officers and the state directors/coordinators of career education in each state education agency.

Copies of published materials and reports will also be sent to the ERIC Clearinghouse for Career Education.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	56 SEA's; State Directors/Coordinators; Chief State School Officers

Project: Career Education Policy Project (CEPP)
Institute for Educational Leadership, George Washington University
Washington, D. C.

Project Director: Dr. Samuel Halperin
Director, Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 833-1737

Grant Award from Career Education Program for 1975-76:
$140,594

Grant No. G007502351

Participating Institutions:

IEL Components:
- Educational Staff Seminar
- The Associates Program
- Options in Education
- Washington Policy Seminar

MAJOR OBJECTIVES:

1. Direct the message of career education to the critical points at which public policies and major implementing decisions are made in our political and governmental institutions.

2. Publicize career education in a way that will effectively inform both public and policy-level opinion of this important new movement in American education.

PROJECT ACTIVITIES:

A series of carefully constructed one-hour radio programs will cover the main issues of career education over the prize-winning National Public Radio series, "Options in Education."

Learning activities, especially seminars and field trips, are designed to expand knowledge, among key Federal policy-makers and advisors, of the content and potential of career education.

There will be extensive use of State policy-level forums catalyzed and monitored by IEL and the development of similar activities at the decision-making level in several large cities.

Week-long Washington seminars will take place involving key State and city officials who need to understand the institutions, personalities, and processes of administration, legislation, and representation affecting career education in the nation's capital.

EVALUATION:

The assessment of activities as disparate as those in the Career Education Policy Project necessitates a variety of techniques responsive to the widely different forms and operational modes of the CEPP components. These techniques constitute an integral part of CEPP rather than a separate design for evaluation. They are thus an "internal" rather than "external" evaluation. Evaluation of the major activities of the project will be as follows:

Radio broadcasts: listener mail; National Public Radio listener surveys; request for broadcast transcripts and tapes; and the use of a small number of pre-identified listeners will provide evaluative data.

Informing Federal policymakers: participant questionnaires; reports to Federal agencies and Congress; and an annual "viewpoints" publication will provide evaluative data.

State and local policy forums: participant questionnaires and forum reports will be used.

Washington seminars: participant questionnaires; analysis by Washington discussants; and observer reports will be used.

COMMUNICATION:

Althrough the products of CEPP will include actual transcripts and cassettes of radio broadcasts, as well as published records of CEPP activities, the project is not a "product-producer" in the traditional sense. The real "product" is the extent to which effective communication is established between educator and policymaker. There will be broadcasts, field trips, seminars, and state and city meetings. Schedules are not yet available.

DEMOGRAPHIC INFORMATION:

This project is intended to reach political and educational policy-makers with the message of career education. Its target groups transcend economic, ethnic, or other such categories. Those whom the project should affect most include:

(1) The audience of the 150-165 affiliated stations of the National Public Radio that will listen to the four (or more) programs on career education issues to be broadcast during the project year.
(2) The senior Congressional aides and officials of the Executive Branch of the U.S. Government who will participate in field trips and other learning activities centered on career education.
(3) The elected and appointed political and educational officials of the states and cities in which CEPP Associates will be located.
(4) Participants in two week-long Washington seminars for decision-makers in educational policy matters.

Project: Career Education Program/Career Camp Weekend
Illinois 4-H Foundation, Inc.
Urbana, Illinois 61801

Project Director: Ms. Lynette Gearhart
Illinois 4-H Foundation, Inc.
Kane County Cooperative
Education Service
Mumford Hall, Room 331
Urbana, Illinois 61801
(312) 584-6166

Grant Award for Career Education Program for 1975-76:
$999

Grant No. G007502292

Participating Institutions:
Kane County
Lake County
DeKalb County

MAJOR OBJECTIVES:

1. To create an awareness of the spectrum of careers among high school age 4-H members.

2. To develop competence in interview situations through personality development and knowledge of employment forms.

3. To form county career teams equipped with tools for career determination to present career information to other students in the county.

PROJECT ACTIVITIES:

Through the self-awareness activities, value games, and role playing situations which will take place during the weekend Career Camp, the team members will gain some insight into their own development so as to better present themselves to others.

The objective involving an awareness of careers will be implemented through a career awareness and resource panel session, a library of resource materials on display, career games, and handouts on various career phases.

The second objective including personality development and knowledge of employment forms will be reached through self-awareness games, recreation, movie discussion and an interview-employment forms session.

The county career team objective will peak as county teams meet together at the end of the camp and formulate plans for disseminating information to other 4-H members in the county. The teams will choose their own method of presentation with guidance from their respective county advisors.

EVALUATION:

An evaluation and follow-up of those persons who attended the career camp 1974-75 will be done. Information will be geared to any spin-off activities that have taken place as a result of attending and participating in the career camp. Pre-post assessment of participants in next springs career camp will also be done.

COMMUNICATION:

A small informational brochure will be developed and disseminated to make other persons aware of the career camp approach.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Sr. High School Students
Type of Area Served:	Urban and Rural
Number of Persons Served:	25

Project: Career Education Televised Seminar Series
University of Evansville, Evansville, Indiana

Project Director: Dr. Robert F. Garnett
Dean, School of Education
University of Evansville
P. O. Box 329
Evansville, Indiana 47702
(812) 479-2367

Grant Award from Career Education Program for 1975-76:
$74,837

Grant No. G007502305

Participating Institutions: University of Evansville
Ball State University
Indiana Higher Education Telecommunications Systems (IHETS)

MAJOR OBJECTIVES:

1. To communicate a comprehensive range of career education information through a series of seminars telecast over a Statewide educational television network:
   a. Provide in-service training for career education professionals and classroom teachers.
   b. Provide a broad range of information about career education to the general public. (Specifically to parents, the business-industry-labor community and health/social service professionals.)
   c. Increase the utilization of existing career education resources.
   d. Provide a "package" of relevant career education materials and references for each participating locale.

2. Demonstrate a model for the innovative use of telecommunications in continuing education for professionals and the general public. Foster the interinstitutional cooperation through the shared use of communications technology.

PROJECT ACTIVITIES:

A series of five ninety-minute televised career education seminars, each directed at a specialized audience, will be transmitted over the IHETS television network. The seminar audiences will be composed of (1) elementary and secondary practitioners (counseling and guidance personnel, classroom teachers, and administrators); (2) post-secondary practitioners (counseling and guidance personnel, classroom teachers, and administrators); (3) the business-labor-industry community; (4) parents, students, and family members of students; and (5) the health/social service professions (physicians, nurses, social workers, and mental health professionals). One seminar per month will be produced over a five-month period beginning in January 1976. Each segment of the series will feature one or more nationally recognized professionals with expertise in a specific field of career education.

In preparation for the series a Career Education Advisory Panel will meet during the months of September through December to plan each seminar. Coordination and further planning of the seminars will continue through the final program in May 1976.

The Career Education Advisory Panel will work with statewide agencies in business and industry, education, and the health and social service professions as a resource group in the identification of existing career education personnel, programs, and materials. Resource materials for seminar participants will be produced and made available at each seminar. References for each participating locale will also be provided.

Site coordinators for each of the 14 reception points throughout the state will inform and invite each audience in their area to participate in the seminars. Initial publicity for the seminars will begin in September with continued follow-up to the date of production.

EVALUATION:

Objective 1: Brief questionnaires will be administered to seminar participants both before and after exposure to the program. The aim will be to measure degrees of attitude change and heightened awareness as a result of seminar participation.

Objective 2: Follow-up questionnaires will be mailed to participants 4-6 weeks after their attendance at the seminar. The questionnaires will be designed to measure any change in overt behavior (indicating value changes). In addition, each participant's subjective evaluation of seminar effectiveness will be recorded. Increase in use of existing career education facilities and resources will be measured.

Objective 3: A cost effectiveness analysis will be made to determine the difference between the approach utilized under this proposal and that of traditional approaches such as printed material, regional workshops, and consultants.

The Project Evaluator will conduct the evaluation.

COMMUNICATION:

Copies of the project profile along with a cover letter from the Project Director will be distributed widely throughout the state to various agencies and associations. The purpose of this communication is to provide information and solicit support for the project.

The Project Director and Project Coordinator will participate in a special liaison committee of all funded career education projects in the State of Indiana. This committee is headed by Mrs. Elizabeth Wampler, Career Education Coordinator for the state.

A brochure describing the details of the five seminars will be distributed widely both in the State of Indiana as well as to all State Career Education Coordinators.

Five sets of 60-minute video cassettes of the seminars will be available for loan to interested groups both state-wide and nationally by May 1976.

Samples of work-book materials provided at each seminar site will be made available to any interested person or organization for the cost of reproduction and mailing.

A final evaluation report of the project will be distributed free to all State Career Education Coordinators in August 1976 and to others upon request for the cost of reproduction and mailing.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Teachers; Counselors; Administrators (Elementary, Secondary & Post-Secondary); Parents; Business/Industry/Labor Persons; Health/Social Service Persons
Type of Area Served:	Rural; Small Town; Urban; Suburban
Number of Persons Served:	1500 per each of 5 seminar audiences Total: 7500

Project: Improving Communiciations of Career Education
Des Moines, Iowa

Project Director: Richard Gabrial
Coordinator, Career Education
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, Iowa 50307
(515) 284-7888

Grant Award for Career Education Program for 1975-76:

$7,465

Grant No. G007502306

Participating Institutions: Des Moines Independent Community School District

MAJOR OBJECTIVES:

1. At the end of the project year, 40% of a sampling of community people surveyed will be aware of the implementation of career education in the Des Moines Schools.

2. At the end of the project year, a structured program of public information relating to at least six different career education areas (e.g. elementary, junior high, ...) will be designed by the project staff and the Director of School and Community Relations using media forms such as radio and billboards available in the community.

3. By September 1976, a senior high career education narrated slide presentation will be designed and coordinated by the project staff and produced by the instructional media department of the Des Moines schools.

PROJECT ACTIVITIES:

During the late summer six topics will be identified with the aid of the Executive Directors and Directors of the Educational Division of the Des Moines Schools. The project director and the Director of Community Affairs will arrange the topics, one per month, for communicating to the general public through the use of radio and billboards starting September 25, 1975 and continuing through April 25, 1976.

Once the six topics are identified and assigned a given month, ideas will be developed by students and/or professional media people on the topic. An attempt will be made to develop ideas for all six topics early in the fall with the idea for the first topic completed by August 1, 1975. Separate media packets will be submitted to each of the various forms of media in the community. Each form of media will deal with the same topic to ensure a coordinated effort.

Possible topics for communicating to the public are:

1. Career Education in Des Moines
2. Elementary Career Education
3. Junior High Career Education
4. Tech High
5. Adult Education
6. Guidance and Counseling

EVALUATION:

Objective 1: A sample of the Des Moines community will be surveyed at the end of each project year to determine the community's understanding of the implementation of career education in the Des Moines Schools.

Objective 2: The contracts on file in the project director's office for the use of billboards and media will serve as the evaluator.

COMMUNICATION:

A slide presentation will be compiled, consisting of the six topics and the materials (tapes, slides, etc.) developed for communicating these topics to the general public. This presentation will be made available or presented to any interested persons or organizations.

The evaluation report will be made available to the U.S. Office of Education career education staff, state career education staff and local career education coordinators and others upon request.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	General Public
Type of Area Served:	Urban
Number of Persons Served:	200,000

Project NCCE: National Cooperative for Career Education
University of Montana

Project Director: Dr. Vince Barry
Assistant Professor
Division of Education Research
and Services
University of Montana
Missoula, Montana 59801
(406) 243-5262

Grant Award from
Career Education
Program for 1975-76:
$210,256

Grant No. G007502392

Participating Institutions:
University of Montana (Missoula)
University of Arizona (Tucson)
University of Oregon (Eugene)
University of Georgia (Athens)
University of Missouri (Columbia)
Ohio State University (Columbus)
Syracuse University (Syracuse)
University of Southern California (Los Angeles)
University of Virginia (Charlottesville)
Gonzaga University (Spokane)

MAJOR OBJECTIVES:

1. To gather career education materials, hardware and software, public and private, on a nationwide basis into a prototype central library.

2. To bring educators into the prototype Career Education Center and to train them in researching existing materials so that these materials can be adapted and utilized in program development in their home settings.

PROJECT ACTIVITIES:

The project will gather Career Education programs, hardware and software, public and private, on a nationwide basis into a central library. The project will categorize and classify materials as to their appropriate application to instructional users. The project will place these materials in a computerized library-like retrieval system.

The project will aid the institution that has decided to utilize the system in a needs assessment. During the 1975-76 year, a small number of institutions will be used to test this and the other steps of the NCCE model. The project will review each institutional need separately and match it with the appropriate portion(s) of existing programs.

The project will bring the institutional representative(s) to the Center to research those needs the project has filled and to work with the staff

filling the needs not filled by existing programs. The institutional representative(s) will work with the Center staff developing the classroom implementation strategy and evaluation. The institution representative(s) will return to their institution with a program and a method of implementing and evaluating it.

A quality control feed-back loop will be established between the Center and the institution. On an accurate, appropriate and timely basis (i.e. monthly, quarterly) data will be submitted from the institution to the Center as to the degree each programmatic sapect is doing what it was designed to do. The Center will respond: a) by sharing each programmatic aspect which is doing what it was designed to do with other programs to which those aspects may apply and, b) by sending to the institution alternate methods of carrying out those programmatic aspects which are not doing what they were designed to do.

The above process will be repeated until the evaluation demonstrates the program is meeting the needs of the identifiable population it is to serve. The quality control feed-back loop will continue and be shortened so that the Center may serve the institution in program up-date, in-service training, and communicating with its publics.

All of these activities will be conducted from the University of Montana. In addition, the nine cooperating institutions will meet periodically to plan for their operation as Regional Centers of NCCE in future years.

EVALUATION:

Evaluation of this project will be conducted by both project staff and external evaluators.

Objective 1: The internal evaluation procedure will include the following:

a. Monthly staff progress reports on procedures and activities.
b. Solicited reports from cooperating and participating agencies at least once each quarter on concerns regarding program development.
c. Consultation with the outside evaluators to utilize such formative evaluation information as will be available.
d. Development of the quarterly and final reports to the Office of Career Education as both progress and evaluation documents.

Objective 2: The external evaluation will utilize the services of an outside agency knowledgeable both in career education and in project and corporate management. The evaluation agency will perform two services for the project:

a. Because of the scope of the project the third party evaluators will conduct intensive quarterly analyses of project progress. So potential problems or weaknesses are identified, the outside evaluators will conduct formative evaluation sessions with the project staff and will supply to both the Office of Career Education and the project director a written quarterly report on project objectives reached and an evaluation of the results.

b. A written summative evaluation of the project to be delivered with the project final report will be prepared. In anticipation of the Phase III grant application, the evaluators will prepare a preliminary summative report to be used by the funding agency in this consideration of follow-on funding.

COMMUNICATION:

The products that will be delivered to the Office of Career Education of the U.S. Office of Education upon completion of this project are as follows:

a. A library of career education materials that will be categorized and classified as to their appropriate application to existing educational programs utilizing the career education concept.
b. A computerized system which will store and retrieve the career education models and materials in a library-like mold.
c. An information program on the NCCE system appropriate for national dissemination.
d. A programmatic needs assessment applicable to institutional users.
e. A publication and distribution system for materials developed at the Regional Center.
f. A summative evaluation of a test of the NCCE Regional Center operations applied to several different kinds of educational institutions, i.e., a school district, a prison, Indian reservations, etc.

Also, beginning in October, the NCCE will generate a monthly newsletter describing the progress of the activities designated in the program development grant.

DEMOGRAPHIC INFORMATION:

Specific model test sites have not yet been selected. Participants/users of the NCCE could potentially include educators as well as members of the business/labor/industry community and the general public.

Project: Career Education Mini-Conferences: Seeking Consensus on the Scope and Sequence for K-12 Career Education
The Center for Vocational Education, Columbus, Ohio

Project Director: Dr. Richard J. Miguel
Research Specialist
The Center for Vocational Education
The Ohio State University
1960 Kenny Road, 2E
Columbus, Ohio 43210
(614) 486-3655

Grant Award from Career Education Program for 1975-76:
$169,302

Grant No. G007502298

Participating Institutions: State Departments of Career Education, LEA's, NEA, APGA, ASCD, National Chamber of Commerce AFL-CIO, National Congress of Parents and Teachers, Council of Exceptional Children, NOW, Assoc. for the Gifted, National Urban Coalition and other national and local groups

MAJOR OBJECTIVES:

1. Teachers and others directly involved in instruction will define the nature and substance of career education by the following grade levels: K-3, 4-6, 7-9, 10-12.

2. Evaluation specialists, counselors, business/labor/industry community representatives, and parents will identify problems associated with organizational aspects of K-12 career education.

3. Representatives for handicapped persons, women, gifted and talented persons and minority groups will identify problems associated with organizational aspects of K-12 career education for special segments of the population.

PROJECT ACTIVITIES:

Twenty-seven 2-day mini-conferences will be conducted by the Center for Vocational Education (CVE) between September 1975 and April 1976. These conferences will occur in three phases. Phase I will consist of twelve conferences for career education practitioners. Phase II involves coordinators of career education in all the states, Puerto Rico, and Washington, D.C. as well as conceptualizers in seven conferences. Phase III consists of eight conferences for representatives outside the field of career education. All conferences will generate reports which will be synthesized into one final report. Dr. Kenneth B. Hoyt, Director of the Office of Career Education, USOE, will preside at each conference.

During the summer of 1975, State Coordinators of Career Education, 1974 mini-conference participants, the American Federation of Teachers, and the National Education Association will nominate persons to attend Phase I. Their nominations will be forwarded to OCE where the final selection of 144 conference participants will be made. In the first four conferences 48 teachers and others directly involved in instruction will discuss the scope and sequence of K-12 career education according to K-3, 4-6, 7-9, and 10-12 grade levels. Subsequently, 12 evaluation specialists, 12 counselors, 12 business/labor/industry representatives, and 12 parents will meet in four separate conferences to discuss problems associated with organizational aspects of K-12 career education. Also in Phase I, 48 representatives (4 conferences) for handicapped persons, women, gifted and talented persons, and minority groups will discuss career education for these special segments of the population.

In the four mini-conferences in Phase II, coordinators of career education in the 50 states, Puerto Rico, and Washington, D.C. will review, comment upon, and make recommendations concerning the consensus reports prepared during the Phase I conferences. Three groups of conceptualizers will convene next to review, discuss, and make recommendations concerning the Phase I reports. These conferences will be held January-February of 1976.

Phase III will convene 48 participants in eight mini-conferences to be held March-April of 1976. These participants will be nominated by groups outside career education (e.g., APGA, National Chamber of Commerce). Reports prepared in mini-conferences 5-12 of Phase I will be reviewed, and discussed. Then recommendations will be made and consensus statements will be prepared on the 8 special areas in regard to career education.

A final synthesis report will be prepared in which consensus statements from all groups will appear.

EVALUATION:

The mini-conference participants represent the major data source for determining the appropriate scope and sequence for K-12 career education. Their contributions must be encouraged and will be organized in such a way as to make consensus possible.

Mini-conference participants will be prepared for their roles early and will receive assistance whenever necessary to achieve the expected project outcomes. CVE will mail an orientation package to each participant prior to the conferences, as well as the various Phase I reports. During the conferences, participants will be provided with response forms which will facilitate the organization and preparation of conference reports. CVE's monitoring of mini-conference progress should ensure that participants attain specified objectives and complete their consensus reports.

The mini-conference reports will contain the direct contributions of each group. The data base portrayed in these documents, as well as in the four synthesis reports prepared by The Center, will indicate areas of consensus regarding K-12 career education.

Finally each mini-conference group will be asked to complete a brief survey at the end of the second day. The survey will include two sets of questions. One will deal with the perceived effectiveness of the mini-

conference organization and management. Responses will be provided to the Career Education Program as one means of evaluating the 1975-76 series and as a basis for planning future conferences. The other set of questions will call for identification of major topics which remain to be resolved. These responses will be included in The Center's final synthesis report on Phases I, II, and III.

COMMUNICATION:

The major result expected from the proposed project is a national consensus report concerning the scope and sequence of K-12 career education. This scope and sequence should help practitioners and developers as they plan and implement career education experiences in a variety of public school settings.

The degree and type of involvement expected in the mini-conferences is another important benefit. To involve practitioners and state agencies in fifty states, as well as a variety of special groups, represents a significant achievement in educational research and development. Agreement concerning the "how" and "when" of career education should lead to efficient program development, evaluation, and implementation in future years.

The final report of these career education mini-conferences will be available in the autumn of 1976.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	(K-12) Teachers; Counselors; Administrators; Evaluation Specialists; Parents; Business/ Labor/Industry Representatives; and Other Community Persons	
Type of Area Served:	Rural; Small Town; Suburban; Urban	
Number of Persons Served:	Teachers:	48
	Counselors:	18
	Administrators:	60
	Other Staff:	80
	Parents:	18
	Business/Industry:	14
	Labor:	6
	Other Community:	35

Project: Texas Telecomputer Grid/Bilingual Career Education Demonstration Project
American Technological University, Killeen, Texas

Project Director: Dr. T. C. Smith
American Technological University
Hwy. 190 W
P.O. Box 1416
Killeen, Texas 76541
(817) 526-7161 Ext. 38

Grant Award from Career Education Program for 1975-76: $125,000

Grant No. G007503401

Participating Instructions:
American Technological University, Killeen, Texas
Central Texas College, Killeen, Texas
American Preparatory Institute, Killeen , Texas
III Corps Education Center, Ft. Hood, Texas
Texas Telecomputer Grid Consortium, State of Texas

MAJOR OBJECTIVES:

The primary goal of this project is to demonstrate a Microwave Educational Telecommunications System, the Texas Telecomputer Grid, as a communications network for implementing bilingual career education for adults.

In order to attain the project goal, the following objectives exist:

1. Demonstrate the flexibility of the Texas Telecomputer Grid as a viable delivery system for conducting effective bilingual career education for adults.

2. Demonstrate how bilingual career education curricular materials for Spanish-speaking adults may be presented in various communication modes or techniques via the Texas Telecomputer Grid.

PROJECT ACTIVITIES:

Major project activities will consist of implementing an Occupational Orientation course designed for the Spanish-surnamed student. The course emphasizes occupational skills and knowledge needed by adults to secure employment in accordance with their individual needs and interests, in relation to the economic contingencies of life. This area of career education for adults has been chosen for implementation via the Texas Telecomputer

Grid to demonstrate the grid as a viable and effective communication system for bilingual career education. The grid itself is a microwave telecommunications system that provides simultaneous, two-way, full-duplex television data and voice communications services; it is presently capable of servicing Killeen, Austin, Dallas, Ft. Worth, Waco and San Antonio, Texas.

During the fall of 1975 and early 1976, competency-based modular curricular materials for the Occupational Orientation course will be completed in interim form. This course will consist of written materials in modular format (Spanish and English), supported by audiovisual materials that will be developed and/or modified for use with the adult student and made suitable for use on the grid.

Beginning in early 1976, the Occupational Orientation course will be implemented with a population of Spanish-surnamed adults. The bilingual instructors will implement the course using the written curriculum and audiovisual aids. The "conventional" implementation will serve as a control or comparison group. Subsequently, the course will be implemented via the Texas Telecomputer Grid to a similar population of students located in Dallas, Ft. Hood, and Austin, Texas. A comparison report of the effectiveness of the two implementation methods for communicating career education will be prepared. Final activities during May and June of 1976 will consist of finalizing and preparing the modular curricular materials in curriculum-guide form and in preparing all multimedia materials for dissemination.

EVALUATION:

Objective 1: Three groups of Spanish-speaking, limited English-speaking adult students will be pretested and posttested using the California Achievement Tests, Level 4, Forms A and B to determine the relative effectiveness of three career education programs in facilitating basic reading and math skills development. Two of the three career education programs--bilingual Occupational Orientation using the Grid, and not using the Grid--will be investigated further. Statistical comparisons of student scores on module posttests and attitudinal instruments will be made by the Project staff. Module posttests and the attitudinal instruments will be project developed. Third-party evaluation will consist of auditing design, procedures, analyses, and results.

Objective 2: Each module of instruction within the Occupational Orientation course will be presented primarily in two or more communication modes or techniques by using the Grid. Student scores on module posttests and attitudinal instruments will be statistically compared to indicate the effectiveness of the various modes or techniques on Spanish-speaking adult students. Attitudinal measures of the instructors toward the use of the various modes and techniques will be statistically analyzed. Module posttests and attitudinal measures will be project developed.

COMMUNICATION:

The following materials will be available as a result of the demonstration project:

a. A bilingual career education curriculum guide for Occupational Orientation
b. Multimedia materials to support the Occupational Orientation course (Spanish and English)
c. A minimum of eleven video cassettes to accompany the Occupational Orientation curriculum guide; one video cassette for each learner module and one video cassette which will serve as an introduction to the course.

A state dissemination conference is tentatively planned to be conducted in Texas at one of the cities connected by the Telecomputer Grid. The conference is planned for May 1976 to share activities and project results. One copy of the final evaluation report of the project will be available to each state no later than September 1976 and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served:	Adult and Continuing Education Students; Teachers; Administrators	
Type of Area Served:	Urban	
Number of Persons Served:	Adult Students:	500
	Teachers:	30
	Administrators:	20
	Other Community:	50
Minority Groups Served:	Spanish Surname:	100%
Income Distribution:	Under $5,000	80%
	$5,000 - $9,999	20%
Special Populations:	Handicapped:	3%

PROFILE OF PROJECT IN CATEGORY 6

Project: Survey and Assessment of Career Education
American Institutes for Research, Palo Alto, California

Project Director: Dr. Donald McLaughlin
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302
(415) 493-3550

Grant Award from Career Education Program for 1975-76:
$308,640

Grant No. 300750245

Participating Institutions: 900 Local Education Agencies
900 Teacher Training Institutions

MAJOR OBJECTIVES:

1. To survey and assess the degree of implementation of career education in the school systems of the United States.

2. To survey and assess the degree of implementation of career education in educational personnel training programs in institutions of higher education.

3. To survey and assess the existence of career education materials for use in K-12 educational programs and for use in teacher training.

PROJECT ACTIVITIES:

During the summer of 1975, project staff developed a questionnaire for administration to a random stratified sample of 900 local educational agencies across the United States. The questionnaire contains sections dealing with: career education-related activities; school district policies affecting career education; and opinions about the implementation and future of career education. Beginning in late October, the questionnaire will be sent to the identified random sample.

Under a subcontract from AIR, the American Association of Colleges for Teacher Education has prepared a questionnaire to be administered to all member institutions. The questionnaire contains sections on: career education activities; management of career education; and opinions about the implementation and future of career education in institutions of higher education training educational personnel.

In addition to these survey instruments, AIR will be conducting an in-depth special sample study with approximately 20 local school system exemplary career education projects. A variety of persons in each project will be interviewed over the phone to gather detailed information on what makes career education work and what the needs are to further implement

career education. Persons interviewed will include: teachers, counselors, administrators, parents, and members of the business/labor/industry community.

In addition to these surveys, project staff will also collect and review career education curriculum materials with two major purposes in mind: (1) to determine the extent and nature of materials available for different grade levels, groups, and subject areas; and (2) to determine the extent of any race or sex bias present in materials.

The activities of this project are being conducted for both the National Advisory Council for Career Education and the U.S. Office of Education under the mandate for such a survey and assessment established in Section 406 of the Educational Amendments of 1975. The survey is due to be completed and reported in the spring of 1976.

EVALUATION:

No formal evaluation of the project is required. However, both the U.S. Office of Education and the National Advisory Council for Career Education will carefully review the results of the survey in making their own comments on it and in making any recommendations to the Congress for further action in career education.

COMMUNICATION:

Communication about the results of the survey and assessment will be make to interested persons after the study has been reported to the Congress in the spring of 1976.

APPENDICES

EXECUTIVE CORRESPONDENCE

APPENDIX A

EDUCATION AMENDMENTS OF 1974

PUBLIC LAW 93-380

August 21, 1974

(pp. 68-70)

CAREER EDUCATION

20 USC 1865.

SEC. 406. (a) It is the sense of Congress that—

(1) every child should, by the time he has completed secondary school, be prepared for gainful or maximum employment and for full participation in our society according to his or her ability;

(2) it is the obligation of each local educational agency to provide that preparation for all children (including handicapped children and all other children who are educationally disadvantaged) within the school district of such agency; and

(3) each State and local educational agency should carry out a program of career education which provides every child the widest variety of career education options which are designed to prepare each child for maximum employment and participation in our society according to his or her ability.

(b) It is the purpose of this section to assist in achieving the policies set forth in subsection (a) by—

(1) developing information on the needs for career education for all children;

(2) promoting a national dialogue on career education designed to encourage each State and local educational agency to determine and adopt the approach to career education best suited to the needs of the children served by them;

(3) assessing the status of career education programs and practices, including a reassessment of the stereotyping of career opportunities by race or by sex;

(4) providing for the demonstration of the best of the current career education programs and practices by the development and testing of exemplary programs and practices using various theories, concepts, and approaches with respect to career education;

(5) providing for the training and retraining of persons for conducting career education programs; and

(6) developing State and local plans for implementing career education programs designed to insure that every child has the opportunity to gain the knowledge and skills necessary for gainful or maximum employment and for full participation in our society according to his or her ability.

Office of Career Education. Establishment.

(c)(1) In order to carry out the policies, purposes, and provisions of this section, there is established in the Office of Education an Office of Career Education (hereafter in this section referred to as the "Office"). The Office shall be headed by a Director.

(2) The Director of the Office shall report directly to the Commissioner.

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(d) For the purposes of this section, the term "career education" means an education process designed— "Career education."

(1) to increase the relationship between schools and society as a whole;

(2) to provide opportunities for counseling, guidance and career development for all children;

(3) to relate the subject matter of the curricula of schools to the needs of persons to function in society;

(4) to extend the concept of the education process beyond the school into the area of employment and the community;

(5) to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(6) to make education more relevant to employment and functioning in society; and

(7) to eliminate any distinction between education for vocational purposes and general or academic education.

(e) The Commissioner shall conduct a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States and submit to the Congress, not later than November 1, 1975, a report on such survey and assessment. Such report shall include recommendations of the Advisory Council created under subsection (g) for new legislation designed to accomplish the policies and purposes set forth in subsections (a) and (b). In exercising his authority under clauses (ii)(III) and (ii)(V) of section 434(b)(1)(A) of the General Education Provisions Act, for any fiscal year, the Commissioner shall require State educational agencies and local educational agencies to report on their efforts to prepare students for gainful or maximum employment. Programs, survey and assessment. Report to Congress. Post, p. 569

(f)(1) During the period beginning with the enactment of this section and ending June 30, 1978, the Commissioner is authorized to make grants to State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations to support projects to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education either by participation in regular or modified programs with nonhandicapped children or where necessary in specially designed programs for handicapped children whose handicaps are of such severity that they cannot benefit from regular or modified programs). Grants made under this subsection shall be consistent with the policies set forth in subsection (a) of this subsection. Career education models, grants.

(2) During the period beginning one year after the enactment of this section and ending June 30, 1977, the Commissioner is authorized to make grants to State educational agencies to enable them to develop State plans for the development and implementation of career education programs in the local educational agencies of the States. Such plans shall be designed to carry out the policies and purposes set forth in subsections (a) and (b). Local State educational program plans, grants.

(g)(1) Subject to part D of the General Education Provisions Act and within ninety days after the enactment of this section, there is established a National Advisory Council for Career Education which shall be composed of— Post, p. 575. National Advisory Council for Career Education. Establishment.

(A) the Assistant Secretary of Health, Education, and Welfare for Education, the Commissioner of Education, the Director of the Office of Career Education, the Director of the National Institute of Education, the Administrator of the National Center for

Education Statistics, the Director of the National Science Foundation, the Chairman of the National Foundation for the Arts, the Chairman of the National Foundation for the Humanities, the Chairman of the National Advisory Council for Vocational Education, all of whom shall serve in a nonvoting ex officio capacity; and

(B) not less than twelve public members broadly representative of the fields of education, the arts, the humanities, the sciences, community services, business and industry, and the general public, a majority of whom shall be engaged in education or education-related professions.

Chairman; term.

(2) The public members shall be appointed by the Secretary. The Secretary shall select the Chairman from among the public members. The members shall serve for terms of three years with not more than four seats rotating in any one year. The Commissioner shall provide such staff and funds for the Council as deemed necessary and such staff and funds shall be in addition to those provided elsewhere in this title.

Duties.

(3) The duties of the Council shall be to advise the Commissioner on the implementation of this section and carry out such advisory functions as it deems appropriate, including reviewing the operation of this section and all other programs of the Division of Education pertaining to the development and implementation of career education, evaluating their effectiveness in meeting the needs of career education throughout the United States, and in determining the need for further legislative remedy in order that all citizens may benefit from the purposes of career education as prescribed in this section.

Survey and assessment; report to Congress.

(4) The Council with the assistance of the Commissioner shall conduct a survey and assessment of the current status of career education programs, projects, curricula, and materials in the United States and submit to Congress, not later than November 1, 1975, a report on such survey and assessment. Such report shall include recommendations of the Council for new legislation designed to accomplish the policies and purposes set forth in subsections (a) and (b).

Appropriation.

(b) For the purpose of carrying out the provisions of this section, the Commissioner is authorized to expend not to exceed $15,000,000 for each fiscal year ending prior to July 1, 1978.

APPENDIX B

Office of Education

CAREER EDUCATION PROGRAM

Proposed Funding Criteria

Pursuant to the authority contained in section 406(f)(1) of the Education Amendments of 1974, Pub. L. 93-380 (20 U.S.C. 1865(f)(1)), the Commissioner of Education, with the approval of the Secretary of Health, Education, and Welfare, proposes to establish the following funding criteria for the Career Education Program.

1. *Program purpose.* Paragraph f(1) of section 406, title IV, Pub. L. 93-380 authorizes the Commissioner of Education to make grants to State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education either by participation in regular or modified programs with nonhandicapped children or where necessary in specially designed programs for handicapped children whose handicaps are of such severity that they cannot benefit from regular or modified programs). Funds which are appropriated pursuant to this authority to carry out the Career Education Program will be utilized to make grants to eligible applicants for the purpose of improving the implementation of career education within the United States. Grants will be awarded for any one of the following purposes:

(1) Activities designed to effect incremental improvements in K-12 career education through one or a series of exemplary projects;

(2) Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, or in institutions of higher education;

(3) Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, minority, low income, or female youth;

(4) Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs; and

(5) Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.

2. *Citations of legal authority.* As required by section 431(a) of the General Education Provisions Act (20 U.S.C. 1232(a)), a citation of statutory or other legal authority for each section of the funding criteria has been placed in parentheses on the line following the text of the section.

On occasion, a citation appears at the end of a subdivision of the section. In that case, the citation applies to all that appears in that section between the citation and the next preceding citation. When the citation appears only at the end of the section it applies to the entire section.

3. *General provisions regulations.* The proposed funding criteria do not contain provisions relating to general fiscal and administrative matters. Requirements of this nature are covered by the Office of Education General Provisions Regulations (38 FR 30654, November 6, 1973). (Reference is made in particular to 45 CFR Part 100a, which contains general provisions for discretionary programs, including the Career Education Program.)

4. *Written comments.* Interested persons are invited to submit written comments, suggestions, or objections regarding the proposed funding criteria to the Office of Career Education, U.S. Office of Education, 7th and D Streets, SW., Room 3100, Regional Office Building Three, Washington, D.C. 20202. Comments received in response to these funding criteria will be available for public inspection at the above office on Mondays through Fridays of each week between 8:30 a.m. and 4:00 p.m.

All relevant material must be received not later than the 30th day following publication of these criteria in the FEDERAL REGISTER unless such 30th day is a Saturday, Sunday, or Federal holiday, (April 14, 1975), in which case such material must be received by the next following business day.

(Catalog of Federal Domestic Assistance No. 13.554, Career Education Program)

Dated: February 13, 1975.

T. H. BELL,
U.S. Commissioner of Education.

Approved: March 10, 1975.

CASPAR W. WEINBERGER,
Secretary of Health, Education, and Welfare.

CAREER EDUCATION PROGRAM

FUNDING CRITERIA

A. *Scope and purpose.* These funding criteria govern the selection of applications from State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations for purposes of carrying out activities designed to improve the implementation of career education.

(20 U.S.C. 1865)

B. *Eligible applicants.* The following categories of agencies and organizations are eligible for grants pursuant to these funding criteria:

(1) State educational agencies;
(2) Local educational agencies;
(3) Institutions of higher education; and
(4) Other nonprofit agencies and organizations.

(20 U.S.C. 1865)

C. *Definitions.* As used in these funding criteria: "Career education" means an education process designed to:

(1) Increase the relationship between schools and society as a whole;

(2) Provide opportunities for counseling, guidance and career development for all children;

(3) Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;

(4) Extend the concept of the education process beyond the school into the area of employment and the community;

(5) Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(6) Make education more relevant to employment and functioning in society; and

(7) Eliminate any distinction between education for vocational purposes and general or academic education.

(20 U.S.C. 1865(a))

"Handicapped children" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

(20 U.S.C. 1401)

"State educational agency" means the State Board of Education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools; or, if there is no such agency or officer, an agency or officer designated by the Governor or by State Law.

(20 U.S.C. 1141(h))

"Local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. The term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(20 U.S.C. 1141(g))

"Institution of higher education" or "institution" means an educational institution in any State which meets the requirements set forth in section 1201(a) of the Higher Education Act of 1965 as amended.

(20 U.S.C. 1141(a))

D. Required application data. Projects funded pursuant to these funding criteria must be designed to contribute to one of the following purposes to:

(1) Effect incremental improvements in K-12 career education through one or a series of exemplary projects;

(2) Demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, or in institutions of higher education;

(3) Demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, minority, low income, or female youth;

(4) Demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs; and

(5) Communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.

Each application for assistance under these funding criteria must set forth a detailed plan which includes:

(i) Identification of the purpose to which the application is addressed (If the applicant chooses to participate in more than one purpose, a separate application will be required for each purpose.);

(ii) Identification of the specific setting(s) in which the proposed activities will be carried out, and the need for such activities;

(iii) Specification of prior career education activities, if any, which the applicant has carried out with the population and in the setting(s) covered by the proposal, including data bearing on evaluation of effectiveness of such prior activities;

(iv) A description of career education processes, techniques, and materials developed in previous projects supported under the National Institute of Education, under Parts C, D, and I of the Vocational Education Act, and under other appropriate sources, which the applicant proposes to utilize in this proposed project;

(v) An operational plan describing, in detail, exactly how the applicant proposes to achieve the specific purpose addressed in the application and explaining the exemplary nature of the proposed procedures;

(vi) Specific learner outcomes expected to result from activities carried out under the application;

(vii) A specific plan to be utilized in evaluating the effectiveness of activities carried out under the application, including specification of the criteria to be utilized in assessment of the criteria to be utilized in assessing effectiveness and the evaluation instruments to be applied;

(viii) A description of applicant or other additional resources, if any, to be contributed to the proposed activities to supplement funds received pursuant to these funding criteria; and

(ix) A plan for disseminating information to others during the course of the project and at the conclusion of the project grant period.

E. Application review criteria. Criteria will be utilized by the reviewers in reviewing formally transmitted applications. Segments or a segment of the application must address each criterion area. Each criterion is weighted and includes the maximum score that can be given to a segment of an application in relation to the criteria. The criteria and maximum weights for each criterion are as follows:

Criteria	Maximum score
(1) *Evidence of need.* The application clearly demonstrates the need for its proposed activities in terms of the purpose it seeks to attain and the population(s) it seeks to serve	5
(2) *Objectives.* The objectives of the proposed project are sharply defined, clearly stated, capable of being attained by the proposed procedures, and capable of being measured	10
(3) *Operational plan.* The application clearly describes the prior career education activities which the applicant has carried out, if any, as well as career education processes, techniques, and materials developed in previous projects supported by the National Institute of Education and other agencies and sources, and explains how this prior work will be utilized in implementing the proposed project. A specific description is provided of the activities proposed for each major step in the project. The time required for each activity, and the period of the project it covers, is clearly chartered in the operational plan	25
(4) *Evaluation Plan.* Provision is made for adequate evaluation of the effectiveness of the project and for determining the extent to which the objectives are accomplished	20
(5) *Exemplary Nature of Project.* The plan clearly calls for a model that, if successfully attained, holds high promise of serving as one that others could profit by emulating. The activities hold promise of being useful in other projects or programs for similar educational purposes	15
(6) *Personnel.* The personnel with committed major responsibilities for the proposed activities have the necessary qualifications and experience to assure successful completion of the activities	15
(7) *Budget.* The size, scope, and duration of the project are reasonable and the estimated cost is reasonable in relation to anticipated results	10

F. *Allowable costs.* (1) Allowable costs under grants awarded pursuant to these funding criteria shall be determined in accordance with cost principles set forth in Appendix B, C, or D (as applicable) to subchapter A of Title 45, Code of Federal Regulations (the Office of Education's General Provisions Regulations) and the restriction that funds supplied under grants may not be used to pay regular salaries of State career education staff. (2) It is expected that grants will generally not exceed $200,000, although each application will be judged on the basis of the proposed activities.

G. *Project duration.* (1) Projects will normally be one year in duration. However, applicants should make a realistic estimate of the amount of time needed to implement the proposed project activities. Where this estimate indicates that more or less than one year is necessary, the operational plan and budget should reflect this. (2) With respect to funded projects of more than one year duration, it is anticipated that generally an initial grant will be awarded for the first year of the project. A continuation grant will support the activities proposed for any remaining time period. Decisions for refunding will be made on the basis of the extent to which the grantee has satisfactorily performed under the first grant period and will be contingent upon the availability of funds. For continuations, the following will be necessary:

(i) A determination by the Office of Education that such continuation would be in the best interest of the government; and

(ii) Execution of a revised notification of grant award acceptable to the Office of Education and the grantee.

(20 U.S.C. 1865)

[FR Doc.75-6780 Filed 3-13-75;8:45 am]

CAREER EDUCATION PROGRAM

Closing Date for Receipt of Applications

Notice is hereby given that pursuant to the authority contained in section 406(f)(1) of the Education Amendments of 1974, Pub. L. 93-380 (20 U.S.C. 1865(f)(1)) applications are being accepted for grants from State and local educational agencies, institutions of higher education, and other nonprofit agencies, and organizations to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education either by participation in regular or modified programs with nonhandicapped children or where necessary in specially designed programs for handicapped children whose handicaps are of such severity that they cannot benefit from regular or modified programs).

Applications must be received by the U.S. Office of Education Application Control Center on or before April 21, 1975.

A. *Applications sent by mail.* An application sent by mail should be addressed as follows: U.S. Office of Education, Application Control Center, 400 Maryland Avenue SW., Washington, D.C. 20202, Attention: 13.554. An application sent by mail will be considered to be received on time by the Application Control Center if:

(1) The application was sent by registered or certified mail not later than April 16, 1975, as evidenced by the U.S. Postal Service postmark on the wrapper or envelope, or on the original receipt from the U.S. Postal Service; or

(2) The application is received on or before the closing date by either the Department of Health, Education, and Welfare or the U.S. Office of Education mail rooms in Washington, D.C. (In establishing the date of receipt, the Commissioner will rely on the time-date stamp of such mail rooms or other documentary evidence of receipt maintained by the

Department of Health, Education, and Welfare, or the U.S. Office of Education).

B. *Hand delivered applications.* An application to be hand delivered must be taken to the U.S. Office of Education Application Control Center, Room 5673, Regional Office Building Three, 7th and D Streets SW., Washington, D.C. Hand delivered applications will be accepted daily between the hours of 8:00 a.m. and 4:00 p.m. Washington, D.C. time except Saturdays, Sundays, or Federal holidays. Applications will not be accepted after 4:00 p.m. on the closing date.

C. *Application routing.* All applicants must furnish an information copy of their proposal to the State educational agency. The application submitted to the Office of Education must contain a statement that this has been accomplished. State educational agencies wishing to submit advice and comment on any application originating within their State may do so by forwarding such advice and comment to the Office of Career Education, U.S. Office of Education.

D. *Program information and forms.* Information and application forms may be obtained from the Office of Career Education, U.S. Office of Education, Room 3100, Regional Office Building Three, 7th and D Streets SW., Washington, D.C. 20202.

E. *Applicable regulations.* The regulations applicable to this program are the Office of Education General Provisions Regulations (45 CFR Part 100a) and the Career Education Program Funding Criteria published in this issue of the FEDERAL REGISTER.

(20 U.S.C. 1865)

(Catalog of Federal Domestic Assistance Number 13.554; Career Education Program)

Dated: February 13, 1975.

T. H. BELL,
U.S. Commissioner of Education.

[FR Doc.75-6757 Filed 3-13-75;8:45 am]